DOCUMENT RESUME

ED 325 703 CE 056 289

TITLE	Supervised Business Experience Handbook.
INSTITUTION	Missouri Univ., Columbia. Instructional Materials Lab.
SPONS AGENCY	Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE	90
NOTE	108p.
AVAILABLE FROM	Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (Order No. 20-0020-I: $10.55).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Advisory Committees; Articulation (Education); *Business Education; *Cooperative Education; Educational Philosophy; Educational Policy; Educational Resources; Guidelines; Professional Development; *Program Implementation; Publicity; Secondary Education; Special Needs Students; *State Programs; *State Standards; Student Organizations; *Work Experience Programs
IDENTIFIERS	*Missouri

ABSTRACT

This handbook explains how to conduct a supervised business education experience program in Missouri, outlining the program, rationale, components, principles, and resources. Specifically, the 11 units cover the following: (1) introduction to supervised business experience; (2) program design; (3) state policies; (4) the advisory committee; (5) program promotion; (6) training stations; (7) students (recruitment, applications, forms used in the program); (8) classroom instruction; (9) employer recognition activity; (10) program evaluation; and (11) federal and state labor tax laws. Sample forms and checklists are included in many units. (KC)

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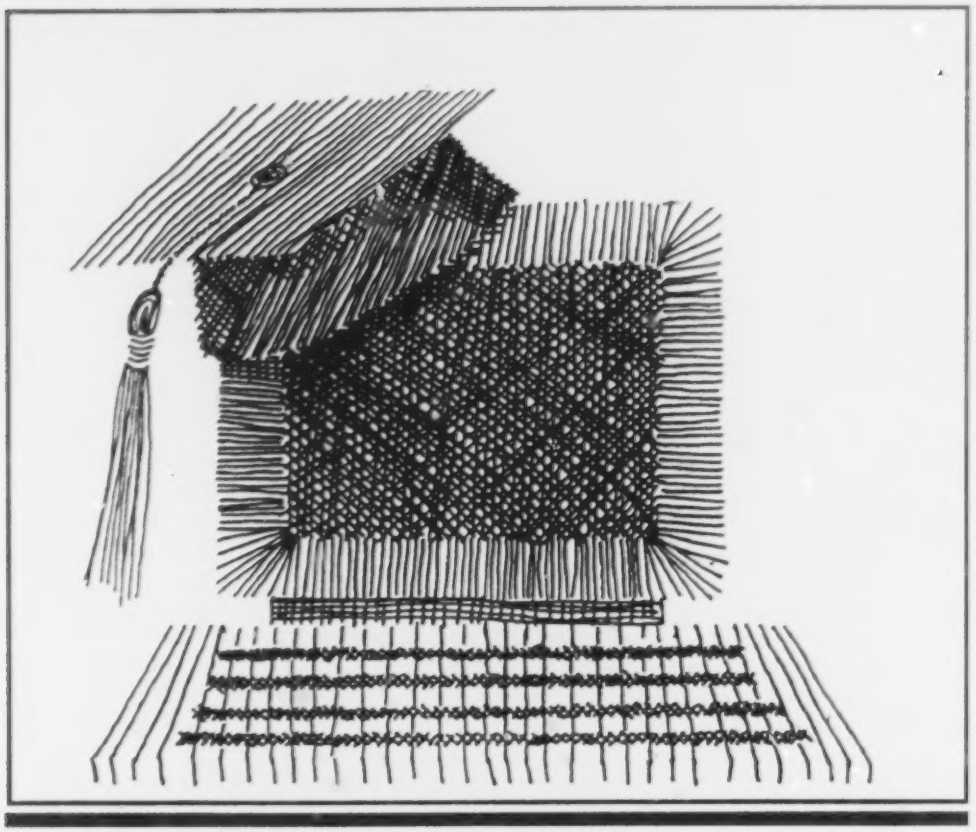

Supervised Business Experience

HANDBOOK

ED 056 708

CE 056 289

Supervised Business Experience Handbook

Instructional Materials Laboratory
London Hall - University of Missouri
Columbia, MO 65211

1990

Catalog Number
20-0020-I

The activity which is the subject of this report was supported in whole or in part by funds from the Department of Elementary and Secondary Education, Division of Vocational and Adult Education. However, the opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Vocational and Adult Education, and no official endorsement should be inferred.

FOREWORD

This handbook which contains guidelines and regulations for operating a Supervised Business Experience (SBE) program in Missouri was produced with funds provided by the Department of Elementary and Secondary Education's Business Education section. It was recognized that teachers were in need of a reliable source of information related to planning, implementing and evaluating SBE programs. A project advisory committee consisting of selected Missouri business education instructors was assembled, and with their guidance this handbook was developed.

The content of this guide is based upon a similar publication produced by our neighboring state, Arkansas, in their Arkansas' Cooperative Office Education Handbook. In a conscientious effort to help the Missouri State Department of Education avoid wasting time and expense in what was essentially a duplicate effort, Mrs. Tommie Butler, Arkansas' Director of Business and Marketing Education, Division of Vocational and Technical Education, Arkansas Department of Education, graciously and enthusiastically allowed the use of as much of the Arkansas material as was applicable in the development of this Missouri handbook. We are indebted to her and to those who contributed to the Arkansas handbook not only for granting permission to use the material, but also for the time and effort that was expended in writing and compiling such useful information in one, concise document.

The program name, Supervised Business Experience, was selected by consensus of the project advisory committee for the sake of clarity and consistency within this handbook. This endorsement of a specific name does not invalidate or render obsolete those cooperative education programs throughout the state which bear titles that are different than "SBE." The Department of Elementary and Secondary Education's Business Education Section recognizes that many teachers and the communities in which they coordinate their cooperative education programs, may already have strong program identities and well-established reputations built on a long tradition of mutual cooperation and respect. Changing the names of programs in these instances may prove counterproductive from a community relations standpoint. This decision should be made by each coordinator, based on what is best for her/his program. Although cooperative business education programs will be referred to in this handbook as Supervised Business Experience (SBE) programs, it should be understood that this in no way obligates teachers to adopt the name SBE for their program if it does not make good sense to do so.

It is hoped that this handbook will prove valuable to you as coordinator of a Supervised Business Experience program in your school and community. The advisory committee firmly believes that SBE does make a difference, and through SBE teachers can have a direct, profound and measurable effect on the lives and future of young people.

Commitment and dedication are required of the SBE coordinator to balance the many factors that make a Supervised Business Experience program successful. To achieve maximum impact, the coordinator must be firmly committed to vocational education and to the objectives of the SBE program. It is hoped that the use of this handbook, along with your commitment, will result in the opportunity for you to make a greater difference in the lives of your students and in your community.

ACKNOWLEDGMENTS

Appreciation is extended to those individuals who contributed their time and talents to the development of this handbook.

A special acknowledgment goes to Mrs. Tommie Butler, Director of Business and Marketing Education, Division of Vocational and Technical Education, Arkansas Department of Education for granting permission to use material from Arkansas' Cooperative Office Education Handbook.

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Unit I. Introduction to Supervised Business Experience

Supervised Business Experience (SBE) is a supervised work and training program for high school students who have completed the necessary prerequisites and are preparing for employment in office occupations.

Through the cooperative efforts of the teacher/coordinator and the employer, the student receives academic and vocational instruction and practical, on-the-job training relating to his/her individual job needs and career goals. With the cooperative arrangement, employment becomes an integral part of the education program and school credit is given for that employment.

Students who are enrolled in SBE are preparing for employment in occupations which are classified as Business (Administrative Support) by the Classification of Instructional Programs (CIP) codes published by the National Center for Education Statistics. The following are the business occupation clusters as classified by CIP Codes:

07.0100 Accounting, Bookkeeping, and Related Programs
07.0200 Banking and Related Financial Programs
07.0300 Business Data Processing and Related Programs
07.0400 Office Supervision and Management
07.0500 Personnel and Training Programs
07.0600 Secretarial and Related Programs
07.0700 Typing, General Office, and Related Programs
07.9900 Business (Administrative Support), Other

Participation in the program also includes the opportunity for involvement by the student in leadership training through Future Business Leaders of America (FBLA), the vocational business student organization.

Supervised Business Experience Program Goals

The SBE program will provide the opportunity to facilitate the transition from school to work by providing on-the-job training under the guidance of the teacher/coordinator who is a certified vocational business education teacher and who has experience as an office worker, business manager and/or owner.

The goals of the SBE program are to provide an opportunity for the student to:

1. Apply previously gained skills and knowledge in an actual office setting.
2. Develop and practice positive personal and employment traits which will result in increased employability and enhanced self-esteem.
3. Secure specific occupational training.
4. Facilitate the transition from school to employment.

Supervised Business Experience Course Objectives

As evidenced by his/her completion of the Supervised Business Experience program, the student will have:

1. Completed sufficient training and experience to secure full-time employment in an office occupation in his/her area of career interest.

2. Developed good attendance and punctuality habits necessary for successful employment.

3. Developed personal traits and attitudes necessary for office and business success.

4. Developed the ability to deal effectively with other workers and to accept supervision.

5. Demonstrated knowledge of the importance of being clean, neat, and appropriately attired for office work.

6. Had, through his/her participation in FBLA and SBE, the opportunity to gain:

   - Competent business leadership.
   - An understanding of the free enterprise system.
   - The ability to work as a part of a team toward a common goal.
   - Civic and personal responsibility.

Unit II. Program Design

Requirements for Operating a Supervised Business Experience Program

In order for a SBE program to be vocationally funded, the following guidelines must be followed.

1. An application for an expansion of a vocationally funded class must be made to the Business Education Section of the Department of Elementary and Secondary Education. (The SBE class would be available as a component of the regular vocational business classroom offering.)

2. Facility and equipment requirements must be met within a specified time for program approval. In addition, office space with a telephone must be provided for SBE coordinators.

3. Students are required to be simultaneously enrolled in a related vocational class and the supervised employment training program.

4. The teacher/coordinator must meet the vocational business education certification requirements and must have completed a course in business education coordination procedures.

5. The teacher/coordinator will provide in-class related instruction and be responsible for supervision of students at their on-the-job training sites.

6. The cooperative education student's training stations must be appropriate for the occupational categories for which the program is designed.

7. There must be a current written Instructional Management Plan (IMP) on file between the school and the training sponsor which identifies both in-class instruction and on-the-job training that the student will receive.

8. There must be a written training agreement on file between the school and the training sponsor which assures that students are employed and compensated in conformity with federal, state, and local laws and without regard to race, color, national origin, sex, or history.

9. The teacher/coordinator's schedule must include one period per day for supervision of each 12-15 supervised students enrolled in an on-the-job training program.

10. Evaluation of students on the job must include occupationally specific skills as well as attitudinal criteria.

11. The credit awarded for on-the-job training should be one unit for each 10-19 hours of employment per week. No more than 2 units of credit may be awarded for on-the-job training.

12. The coordinator will visit each student a minimum of one time per quarter during the coordinator's contract period.

13. The teacher/coordinator will be reimbursed by the local school district for travel associated with administration/supervision of the program. Coordinators using private vehicles shall be reimbursed by the school for travel at the rate determined for other school personnel. Expenditures for in-district travel may be submitted to the appropriate local administration.

14. The contract length for a SBE coordinator is recommended to be ten months.

15. Requirements for participating students include that the student should:

- Be at least 16 years old.
- Be in grade 11 or 12 (determined by local district policy).
- Have completed one full year of Keyboarding Applications and/or Accounting I.
- Have satisfactory attendance record.
- Have and maintain at least a 2.0 grade average.
- Have signed consent form.
- Be enrolled in a related class.

New Program Approval

For new program approvals, local school districts must submit a proposal to the Director of the Business Education Section of the Department of Elementary and Secondary Education by March 1 preceding the school year in which the SBE program is to be implemented. Guidelines for preparation of this proposal may be requested from the Business Education Section of the Department of Elementary and Secondary Education, Box 480, Jefferson City, MO 65102.

Approval of a new program is based on the program's ability to meet the needs and goals of the students, and on the opportunities available for on-the-job training within the local community. Prior to developing a program proposal, student and community surveys should be conducted to determine if a justifiable need for such a program exists.

Evaluation of Vocational Programs

Each school district operating approved vocational programs shall have an on-site review (evaluation) by the Vocational Division, every five years. Vocational programs will be evaluated according to guidelines, procedures, and criteria as established by the Vocational and Adult Education Division of the Department of Elementary and Secondary Education.

State Forms

The program coordinator is required to submit the following forms to the Vocational and Adult Education Division of the Department of Elementary and Secondary Education:

1. FV-1 Salary Form.

2. A Vocational Education Class Summary Form (VEDS). Note: CIP Code for SBE is 07.9999.

Each SBE program is required to have on file in the coordinator's office the following forms for each student enrolled in a Supervised Business Experience program:

1. A current Instructional Management Plan which identifies both in-class instruction and on-the-job training that the student will receive while in the SBE class.

2. Employer evaluations.

3. A training agreement bearing the signatures of the student, parent, employer, and coordinator.

An annual student follow-up is required. The coordinator is requested to report the status of each SBE student who graduated the previous year, and indicate if the former student is: continuing his/her education; in military service; unemployed; or employed in his/her area of training in a civilian job. If employed, information is requested regarding job title by program code. (Figure II-1)

Figure II-1

Anytown High School/Vocational School
Business Education
Follow-up Survey of Vocational Graduates

Name _____
(Last) (First) (Middle) (Maiden)

Permanent Address (or address at which someone would know how to contact you)

_____
(Street) (City) (State) (Zip Code)

1. Type of training program (Example: Office Technology) _____

2. Present employment status (check one)
   - ____ a. Employed full time
     In field for which trained or related field
   - ____ b. Employed part time
     In field for which trained or related field
   - ____ c. Other unrelated full-time employment
   - ____ d. Unemployed
     - ____ (1) Seeking Employment
     - ____ (2) Not Seeking Employment
   - ____ e. Unavailable
     - ____ (1) Attending School
     - ____ (2) Military Service
     - ____ (3) Homemaker
     - ____ (4) Other

3. If you checked 2c, which of the following reasons best answers why you took a job outside the field for which you were trained?

   - ____ a. Could not find a job
   - ____ b. Location of available job not convenient
   - ____ c. Lacked the skill levels required for available jobs
   - ____ d. Type of work undesirable
   - ____ e. Better salary in job outside the field
   - ____ f. Other (Explain) _____

4. If you checked 2e(1), complete the following:

	Place	Type of Training	Necessary for Initial Employment (Answer yes or no)
____	a. Junior College	_____	_____
____	b. Business College	_____	_____
____	c. Four-year College	_____	_____
____	d. Workshops	_____	_____
____	e. Other	_____	_____

5. Did you receive job placement assistance from your High School/Vocational School?
Yes _____ No _____

6. Name of present employer _____

7. Address of present employer _____
(City) (State)

8. Present job title _____

9. How long have you been employed in this job? _____

10. Did your vocational training prepare you to meet your employer's requirements? Check the appropriate level.

Skill	Not Applicable	Inadequate	Acceptable	Greater Than Required
Prioritize Tasks				
Problem Solving & Decision Making				
*Keyboarding				
*Machine Transcription				
*Shorthand Skills				
Computing and Checking				
Mailing Procedures				
Word Processing				
Filing and Retrieving				
Compiling Records and Reports				
Computer Applications				
Reprographics				
Proofreading				
Grammar and Punctuation				
Editing				
Composing (letters, etc.)				
Human Relations				
Telephone Techniques				
Work Habits				
Bookkeeping Transactions				
Data Processing				
Time Management				
Others				

*What was employer's requirement? _____

11. What units of study were most helpful? _____

12. What units of study were least helpful? _____

13. How frequently do you use or do the following:

	Daily	Weekly	Monthly	Infrequently	Never
Microcomputer					
Typewriter					
Transcriber					
Composing or Typesetting Equipment					
Calculator					
Telephone					
Switchboard					
Copy Machine					
Reprographics					
Data Processing Equipment					
Shorthand Dictation					
Handle Mail					
*File and Retrieve Information					
Compile Records and Reports					
Compose Communications					
Record Financial Transactions					

*What system is used? (Circle one: Numeric, Alphabetic, Subject, Geographic, Other)
Is the filing system manual ____or automated ____?

14. What duties did you find most difficult? _____

_____

_____

15. Are you still in your first job? Yes ____ No ____

If no, which best indicates your reason for leaving the job.

____ Laid off (lack of work)
____ Laid off (other reason)
____ Quit (wanted more money)
____ Quit (disliked working conditions)
____ Quit (disliked type of work)
____ Quit (no future in it)
____ Quit (found better job in same field)
____ Quit (found better job in outside field)
____ Full-time homemaker
____ Moved away
____ Transferred within the company
____ Promoted within the company

16. Do you like your **present** job?

____ a. Yes Why? _____

____ b. No Why? _____

17. What suggestions or recommendations would you like to make to improve the effectiveness of the training at your local high school/vocational school?

_____

_____

Unit III. State Policies

Teacher-Coordinator Qualifications

The Supervised Business Experience coordinator must be a certified Business Education teacher with the vocational endorsement.

Certification Requirements

Two types of vocational certificates are available: a two-year temporary certificate and a five-year renewable certificate.

Two-Year Temporary Certificate

To receive a two-year temporary vocational business education certificate, teachers must have completed:

1. Baccalaureate degree with an appropriate major.
2. Non-teaching work experience.

This certificate can be reissued two times for a maximum of six years. Instructors must submit appropriate documents for updating their certificates to the Director of the Business Education Section of the Department of Elementary and Secondary Education.

Five-Year Certificate

To receive a five-year certificate a teacher must have completed:

1. Baccalaureate degree with an appropriate major.
2. 4,000 hours of non-teaching work experience or a Master's degree and 2,000 hours.
3. Eight semester hours in the following professional vocational education areas:
   - Curriculum development in business education.
   - Organization and administration of business education.
   - Coordination procedures.
   - Occupational analysis.
   - Vocational guidance.
   - Vocational philosophy.

No more than three (3) semester hours can be accepted in each of the above areas. Summer workshops which are conducted at all seven state universities may be counted toward hours of work experience or toward course deficiencies, depending upon the course content. *A Supervised Business Experience coordinator for business and office occupations must have a course in coordination procedures.*

Renewal of Five-Year Certificate

To renew a five-year certificate, the teacher must attend three MVA/MBEA summer conferences during the five-year period. (Teachers must attend all three days.)

Teachers are also encouraged to attend the summer workshops offered at the state universities.

Certification of Instructors

To request an application for the Special Certificate (vocational), write to the Teacher Education and Certification Section, Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, MO 65102. Course work must be validated by a transcript. If the application form does not identify a definite number of work hours, the following will be used for calculating purposes:

- Full-time work equals 40 hours a week.
- Part-time work equals 20 hours a week.

Contract Length

It is recommended that the contract length for the Supervised Business Experience coordinator be ten months.

Enrollment

A minimum of 10 students must be enrolled in the approved SBE program and the related class in order to receive vocational funding. The maximum number of enrollees may vary and will depend on the availability of equipment, furniture and instructional materials which support the program.

For supervision, coordinators will be assigned one supervision period per day for each 12-15 students enrolled in the SBE program.

Curriculum Design

There are several ways to structure the SBE program in business education:

1. A student could take a one- or two-hour block of Office Technology at the junior level, or a one-hour related class and on-the-job training during the senior year.
2. A student could be simultaneously enrolled in the one- or two-hour block of Office Technology and SBE at the junior or senior level. (Junior enrollment in SBE is determined by district policy.)

3. A student may take one hour of Office Technology at the junior level, one hour of Office Technology at the senior level and SBE simultaneously.

Class Periods

The related instruction class period must be provided daily for a minimum of one class period.

Program Evaluation

Each school district operating approved vocational education programs will have an on-site review by the Vocational and Adult Education Division of the Department of Elementary and Secondary Education every five years. Following is a checklist used when evaluating SBE Programs:

1. An Instructional Management Plan (IMP) is on file for each student enrolled in an SBE program.
2. An Instructional Management Plan (IMP) is used to evaluate work experiences of SBE students.
3. Students are evaluated periodically by the employer.
4. All state and federal labor laws are followed.
5. Supervised student training stations (employers) are visited a minimum of once each quarter to assess problems and/or progress and examine ways of correlating related instruction with actual training needs. The forms shown in Figure III-1 will be helpful in recording these visits.
6. The Supervised Business Experience work station for each student enrolled in the program is appropriate for his/her occupational objective and is justifiable in terms of the amount, complexity, and variety of learning experiences available.
7. The teacher/coordinator is involved in all placement activities.
8. Students are selected for Supervised Business Experience programs prior to the start of the school terms to allow the teacher/coordinator ample time to work with students and cooperating employers in placement.
9. An employer appreciation function is conducted on an annual basis.
10. Any written student applications for the program contain no reference to sex, marital status, religion, or handicap.
11. Supervised Business Experience training plans contain an assurance from the employer that students will be accepted and assigned without regard to race, color, national origin, sex, or handicap.

Supervised Business Experience
Training Station Visit Report
Anytown High School

Coordinator: _____

Date of Visit	Firm Name & Street Address	Supervisor Contacted	Name of Students	Comments

Figure III-1

Unit IV. Advisory Committee

The State Plan for Vocational Education in Missouri mandates that every vocational program must have an advisory committee; however, one business education advisory committee may serve all the vocational business education programs. The committee must have appropriate representation from business/industry, male, female, and minority personnel. Members are volunteers who share an expert working knowledge of the job tasks and competency requirements for specific occupations. The purpose of the committee is to improve the quality and impact of instruction in programs that prepare workers for specific occupations. Members provide advice in occupational performance competencies, instructional objectives, equipment selection, job requirements, labor market needs, career opportunities, program competencies, retraining strategies, and student recruitment.

The committee activities are limited to suggestions, recommendations, and assistance. It has no administrative or faculty control of the programs.

Permission to organize an advisory committee should be obtained from the local board of education. The teacher/coordinator and other members of the business education faculty should compile a list of possible candidates to serve on the committee. It would be helpful to have a guidance counselor, principal of the high school, other business teachers, and district vocational supervisory personnel on the committee. State guidelines do not specify the number of people who should serve on the committee. That decision is determined by the local district.

The teacher/coordinator should send a letter to potential members explaining the purpose and function of the advisory committee members. Once members have been selected, a letter is sent by the teacher/coordinator to announce that the formal appointment has been made.

There is no specific number of meetings to be held each year. However, before each meeting, the teacher/coordinator should check with the committee chairperson to be sure that all members have been notified of the meeting date and that an agenda has been sent to every member.

Minutes should be taken of the meeting, copies distributed to the membership, and kept on file in the coordinator's office. The coordinator should take minutes or appoint someone else to do so until officers can be selected for the group.

Unit V. Program Promotion

A well-organized public relations program is vital to the success of a Supervised Business Experience program. The support a program receives will be affected by the actions taken during the year to develop and promote positive public relations.

The teacher/coordinator has the opportunity to provide information and publicity regarding the successful functioning of the program and to inform those directly concerned with school, business and community of the following:

1. The need for the program.
2. The objectives and goals of the program.
3. The operation of the program.
4. The benefits to the student participant.
5. The benefits to the community.
6. The benefits to business.

Formal publicity regarding the availability of the SBE program is desirable. However, publicity regarding students and others associated with the program is useful in keeping the program visible both at school and in the community.

Community and Business

Outside the school, effective communication should include parents, employers, the business community, and civic groups as well as personnel from feeder schools. Some suggestions of possible means for promoting positive public relations are:

1. Include business people in classes as speakers, advisory committee members, judges, and interviewers.
2. Take students on field trips and tours of businesses.
3. Seek an adopt-a-school program through which a business "adopts" (sponsors and assists) a school.
4. Invite business people to school; conduct tours through the school.
5. Send out a program information summary to new employers in the area or to established employers with whom new contact is made. (Figure V-1)
6. Write employers about special assignments that are made, such as a job description manual (obtain company policies, history/origin, management chart, etc.).
7. Participate in Business-Industry-Education Day.

Civic Groups

Civic organizations are always in need of timely programs to be presented to their group and of service projects in which to involve their members. Involvement with civic organizations is an excellent opportunity to promote the program. Some specific ways to do this are:

1. Serve as a speaker or panel member at a civic group meeting.
2. Attend a civic group's meeting and present pictures or slides of SBE students on the job.
3. Participate in Parent-Teacher Organization open house.
4. Participate in or conduct a Career Day.
5. Involve Toastmasters Club to teach their youth leadership program.

Parents

Support from parents is an important element in a successful SBE program. They are important not only as parents of SBE students but also as members of the community who might be potential employers. Program promotion through parental participation can be facilitated in a variety of ways:

1. Invite parents to attend an orientation to the SBE program.
2. Plan and invite parents to a morning coffee or brunch.
3. Include a parent on the advisory committee.
4. Invite parents on field trips and to FBLA meetings as chaperons.
5. Show SBE video programs to parents at Parent-Teacher Organization meeting.
6. Invite parents to the employer appreciation function, charging them a minimal amount to cover the cost of their meal only (excluding expense for employer recognition items).

Media

Effective public relations requires the utilization of available media whenever possible. Suggestions of ways to promote the program through the local media include:

1. Promote National Vocational Education Week by advertising in local newspapers or by obtaining radio and television coverage.
2. Send out news releases about SBE activities to school, school district, local, or state newspapers.
3. Produce an SBE or vocational supplement to the local newspapers.
4. Send student earnings information to trade papers or to the local Chamber of Commerce publications.
5. Obtain radio and television public service announcements.

6. Set up an exhibition booth or display at local shopping malls.

Within School

Within the school, effective communication should include other teachers, students, administrative and guidance personnel, attendance and other special services staff of the school. Care should be taken to communicate positive information regarding benefits of the program and of student progress.

Administration

It is essential that the school administration be supportive of the SBE program. To promote an awareness of the program and to foster support for it, the following are suggested:

1. Take the principal on visits to training stations.
2. Ask the principal to visit and talk with the SBE class on an informal basis; students can tell where they work and give brief descriptions of their jobs.
3. Send the principal and administration a list of students from the SBE class who were competitive event winners in FBLA contests.
4. Include all administrative personnel in any type of recognition activities such as brunches or banquets.
5. Distribute lists of participating employers and total SBE earnings for the semester.

Faculty/Counselors

Support from the faculty and counselors is necessary for recruiting good students to the program, as well as for maintaining good public relations within the school. Suggestions for obtaining their support are to:

1. Emphasize the training nature of the SBE program.
2. Make contact with other teachers of SBE students; confer on progress.
3. Distribute a list of SBE students and their job stations.
4. Invite faculty members and counselors to banquets, brunches, luncheons, and other SBE activities.
5. Prepare SBE information display in guidance office.

Students

Making all students aware of the SBE program is an important aspect of promotional activities and should not be overlooked. The more students who have a positive image of the program, the greater the acceptance of SBE as a course and as an activity by the entire student body. Some effective ideas for promoting SBE are:

1. Select an SBE student of the month; of the year.

2. Design bulletin board displays in prominent areas of school with pictures and information about SBE students.

3. Include a former SBE student on the advisory committee.

4. Assign students to talk with other business classes about SBE training and to help with recruiting.

5. Encourage SBE students to assist the coordinator in locating job openings.

Recognition

Recognition may be of employers, SBE students, parents, faculty, advisory committee members, or of FBLA competitive event winners. Any opportunity to honor and to inform others of the positive nature of the SBE program and of related events could be taken to promote public relations.

Forms of recognition may be to:

1. Honor others with banquets, brunches, coffees, or luncheons.

2. Present certificates or plaques.

3. Publish or announce accounts of accomplishment.

4. Display names and pictures.

Figure V-1

SBE—Supervised Business Experience

Program Summary

A program for high school juniors and seniors (according to local policy) who attend school and work in business offices.

Hours: A minimum of 10 hours per week (15 hours are recommended)

Salary: May work at minimum wage

Training: General office skills including keyboarding, transcribing, using an electronic calculator, filing, proficiency in microcomputer applications, effective use of oral and written communication skills, use of proper telephone techniques

Type of work: Secretary, Information Processor, Receptionist, Microcomputer Operator, General Office Clerk, Switchboard Operator, Mail Clerk, Machine Operator, Bank Clerk

Advantage to employer: Opportunity to hire a versatile employee at a reasonable hourly wage who can perform many office tasks; fill the need for a half-time worker; train for permanent employment after graduation; run errands and relieve more experienced employees of repetitious tasks.

Advantage to student: Opportunity to earn up to five credits for participation in the SBE program: one, two, or three credits for class work; one or two credits for job experience. The student also receives related classroom instruction and reinforcement of good work habits from the teacher/coordinator.

Matt Carpenter, SBE Coordinator
Business Education Department
Anytown High School
123-4567

Unit VI. Training Stations

Develop Potential Training Stations

Through ongoing public relations and promotion programs, initial interest and acceptance of the SBE program is created within the community. A positive image of the program's success is created as members of the community—whether from business, school, or personal contacts—learn how SBE works, and that they, too, can participate and benefit from the training program.

Program promotion helps create a base of potential training stations. Prospective businesses should be visited and investigated for possible participation. Those contacted should be encouraged to notify the coordinator if an entry-level job opening occurs and if there is a possibility that the business will participate in the SBE program.

An investigation should be conducted of any business firm that is being considered as a training station to determine if it is a suitable place for employment of a SBE student and if the firm is willing to meet the basic criteria for participation. (Figure VI-1)

The Initial Visit

During the initial visit to each business firm, the coordinator should present the Supervised Business Experience Program carefully and thoroughly. Emphasis should be placed on the training nature of the program and the extent of cooperation necessary between the business and the school. The purpose of the first visit is to sell the employer on the idea of participating, as well as obtaining additional information pertaining to the suitability of the business as a potential SBE training station.

The initial interest in the program may be generated through contact with an employee of the firm. However, a top management official who can determine the extent of the firm's participation should be contacted for the introductory visit. A brief telephone call with a statement of purpose is helpful in generating the firm's interest and in obtaining an appointment with the appropriate person. Summary information regarding program operation should be presented along with the coordinator's business card during the actual visit.

Training Station Resource File

A Training Station Resource File should be developed and maintained. Firms meeting the basic criteria, and indicating interest in participating in the program should be included in the resource file. (Figure VI-2)

Once established, training stations should be maintained. While some training stations may not actively participate (hire and train a student) every year, they should be contacted at least annually in an effort to reinforce their ongoing interest in the SBE program.

Training Station Selection Criteria

If a business has met the basic criteria for training stations, the coordinator can begin the process of matching the SBE student to the appropriate training station. In doing that, the coordinator must be sure that the following criteria will be met:

The training experience offered should:

1. Relate to the student's interests, aptitudes, and career objectives.
2. Be appropriate to the student's present basic skill level.
3. Be viewed as training for a student worker rather than as a part-time job for a student.
4. Pay the prevailing hourly wage for beginning workers with similar training and experience.
5. Provide employment for at least 10 hours a week and for the full school year (15 hours are recommended).
6. Provide up-to-date facilities and equipment.

The student should be assigned to a specific supervisor, and that person should be:

1. Interested in the training program and willing to assist with it.
2. Familiar with the goals and objectives of cooperative training.
3. Competent in the skills and technical knowledge required of the student on the job.
4. Able to demonstrate those business traits and attitudes considered essential to vocational competency.

The employer should cooperate by:

1. Allowing the coordinator to visit the training station to observe the student at work.
2. Making periodic appraisals of the student's work performance.
3. Providing time for conferences with the coordinator to plan, evaluate and discuss the student's experience, progress, or problems.
4. Agreeing to promote school attendance and cooperate with the coordinator in maintaining the standards and rules of the program.
5. Agreeing to enter into a training agreement designed for the student.

Figure VI-1

Training Station Selection Checklist

Before being considered as a possible training station, the coordinator should determine that the following criteria are met.

The prospective employer:

___ 1. Has a good repuation of ethical business practices.

___ 2. Agrees to accept and assign students to jobs without discrimination on the basis of race, color, national origin, sex or handicap.

___ 3. Adheres to all applicable federal and state regulations regarding employment of students.

___ 4. Agrees that the student will be assigned to a specific training supervisor and will be given a variety of job training experiences.

___ 5. Agrees to work with the coordinator in promoting school attendance and in promoting the standards and rules of the program.

___ 6. Agrees to allow the coordinator to visit and observe the student trainee, as well as to provide time for conferences with the coordinator to plan, evaluate, and discuss the student's experience, progress, or problems.

___ 7. Agrees to employ the student a minimum of 10 hours per week.

___ 8. Agrees to pay the prevailing hourly wage for the particular job to be performed.

___ 9. Has up-to-date facilities and equipment.

___10. Agrees to enter into a training agreement designed for the stucent.

Figure VI-2

Training Station Resource File

First Name _____

Type Business _____ **Date** _____

Address _____ **Phone** _____

Contact Person _____

Type(s) of jobs available _____

_____

Hours _____ **Wages** _____

Comments _____

_____

_____

(front)

Student Placed	Dates	Job Title	Comment

(back)

Unit VII. Students

An ongoing public relations program for SBE as well as the Business Education program is essential. Support of the business program by school administrators, guidance counselors and other faculty, as well as by students, helps to build a base from which well-qualified students can be recruited, and makes the SBE recruitment and application process easier. However, much of the success of the SBE program is the result of selecting highly qualified students and placing them in appropriate training stations.

In order to have the most qualified students participating in the program, there are four stages which should be completed. These stages are the recruitment process, the application process, the selection process, and the placement process.

The Recruitment Process

While recruitment activities should ideally be conducted throughout the year, many activities are planned for specific times in the academic year when student recruitment is especially important. These times are typically during pre-registration and at the beginning of the school year. Active student recruitment should be initiated when students prepare their schedules for the following year. In many schools this occurs as early as February.

During the recruitment process, a plan should be developed for recruiting students who satisfy the prescribed criteria for enrollment in the program, and who could be placed in the training stations already established. (Figure VII-I) The recommended criteria for student selection listed below are in addition to any criteria required by an individual school or for a specific training station.

To be eligible, the student should:

1. Be 16 years of age.
2. Be entering his/her junior or senior year (according to local policy).
3. Have signed consent form.
4. Have completed Accounting I and/or one full year of Keyboarding Applications (an additional course such as Computer Applications would enhance the student's employability).
5. Have and maintain at least a 2.0 grade average.
6. Have a satisfactory school attendance and disciplinary record.
7. Be enrolled in a related class.

The following suggestions are recommended for recruiting qualified students.

The coordinator should:

1. Develop a brochure or brief handout describing SBE, the benefits of participation, the requirements, and the application procedure for the program. Information should be directed toward prospective SBE students and include specific instructions for submitting an application and scheduling an interview with the teacher/coordinator. (Figure VII-I)

2. Prior to beginning the application process, meet with guidance counselors to explain the SBE program, emphasizing the benefits it offers to the students and the school. Solicit counselors' support and assistance in recruiting students by asking them to discuss the SBE program with qualified students and distribute applications to them. Request permission for SBE information to be displayed in the guidance area.

3. Meet with other business education teachers and request their assistance in recruiting students to the program. Ask them to discuss SBE with qualified students and provide the coordinator with the names of those who are interested in exploring SBE. Request permission to talk to their classess about SBE.

4. Discuss recruitment with current SBE students and solicit their assistance in identifying qualified students. Ask for student volunteers to speak to other business classes about SBE.

5. Conduct recruitment activities such as:

   - Distribute handouts or brochures containing information about the SBE program to students identified as potential candidates.
   - Prepare announcements for the school intercom and place on the daily bulletin.
   - Publish advertisements in the school newspaper.
   - Host an SBE Open House in the classroom before school, at lunch time or during activity period.
   - Design bulletin board displays for classrooms and in the hallways adjacent to the Business Education Department.
   - Arrange for posters to be displayed in the student center, bookstore, and other common areas of school.
   - Schedule information visits to business education feeder classes.
   - Include photographs of current SBE students performing office tasks in recruitment activities.

The Application Process

The application process begins with the distribution of an application packet to an interested student. (A typical application packet should consist of forms represented by Figures VII-2 through VII-5.) Following receipt of the completed application forms, the coordinator initiates requests for ancillary information from faculty and staff and then assembles the information about the student-

applicant and his/her qualifications for enrollment and for employment. A student-coordinator interview is conducted, and finally the coordinator assesses the information received. A Summary Sheet is helpful in maintaining a record of each applicant by recording what steps have been completed for each one during the application, selection, and placement processes. (Figure VII-6)

Initial Application Procedure

Students interested in applying for SBE should:

1. Obtain an application packet consisting of a general information letter to parents, a program description, an application form, and an application agreement. (Figures VII-2 through VII-5, respectively)

2. Complete the application form. (Figure VII-4)

3. Read, and have parent/guardian read, the application agreement. If the student and parent/guardian understand and agree to adhere to the expectations and rules, they should sign the application agreement. (Figure VII-5)

4. Return completed and signed application form and application agreement to the coordinator.

5. Obtain faculty recommendation forms; distribute to teachers who agree to act as references. (Figure VII-7)

Upon receipt of signed application, the coordinator should distribute requests for information and recommendations to:

1. Business teachers - regarding student applicant's skill level and employability status. (Figure VII-8)

2. Guidance counselor - regarding courses completed, grades earned, and ability level. (Figure VII-9)

3. Attendance office - regarding student applicant's attendance record. (Figure VII-10)

The coordinator should set up and maintain an individual file for each applicant. The SBE Program Applicant Checklist for each student-applicant should be completed by the coordinator and, if necessary, requests for additional information should be made. (Figure VII-11)

The coordinator should schedule a private interview with the student applicant at a convenient time.

Interviewing the Student Applicant

The student-coordinator interview is an opportunity to clarify expectations and to determine how the student will benefit from participation in the program. Additional information regarding the student's transportation, class schedule for junior or senior year, future plans, and/or personal responsibilities can also be gathered through the interview.

The interview enables the coordinator to assess the student's communication skills, poise and confidence levels. To some degree, this interview can also help determine what employment

situation might be best for a particular student, with his/her unique set of skills, abilities, and objectives. It is helpful to have a written criteria to structure the interview. (Figure VII-12)

The Selection Process

A thorough evaluation of all information obtained during the application process should be made to determine if the student applicant meets all program criteria, is qualified, and would benefit from participation in the program. Careful evaluation of recommendations submitted by faculty members will almost always reveal indicators regarding employability of the student. The coordinator should be alert to evidence of a student's inability to fit into a supervised and structured environment and his/her inability to take constructive criticism.

The coordinator should complete the SBE Applicant Checklist for each student applicant. (Figure VII-11) Information contained in items 1 through 12 is applicable as a part of the selection process. Based on this information, the coordinator should consider where the applicant would be placed and if there is a training station already available.

When the selection process has been completed, the student should be notified in writing that he/she has or has not been accepted into the program. (Figures VII-13 and VII-14)

The approved list of students selected to participate in the SBE program should be sent to the guidance department with the request that those students be scheduled into SBE-related classes and the SBE job training program for the next school year.

The Placement Process

Student placement begins with recruitment in that the caliber of the student who is initially recruited will eventually impact on the placement process. If student placement was a consideration during student recruitment and selection, the placement process will be greatly facilitated. When enrollment is established, existing training stations must be carefully evaluated so that placement of students will appropriately match the available jobs at specific training stations.

Care should be taken in matching a student's career objective, interests, and abilities with a job so that the training station provides diversified and supervised work experience in the occupation selected by the student. Placement must be mutually acceptable to the employer and the student (as well as to the parents of the student) and have the teacher/coordinator's approval.

The development and success of a SBE program is largely dependent upon the degree to which the coordinator can locate and develop good training stations and match the student trainee to the appropriate site.

Stages in student placement are: identification of the student trainee, recruiting and selecting training stations, preparing the student for an interview, and follow-up of the interview.

Identification of the Student Trainee

It is the coordinator's responsibility to verify that student trainees meet the program criteria, that they will benefit from participation in the program, and that training objectives have been established. The coordinator should verify that each trainee's file contains:

1. Student agreement signed by student and parents.

2. Statement of mode of transportation to be utilized by student for interview and for job.

3. Schedule of courses for junior or senior year (according to local policy) to include SBE-related classes and the SBE job training program. (Verify that the time at which the student is scheduled to leave school will allow her/him to arrive at the training station when he/she is expected to be there.)

4. The time that each student is available to interview and the date when the student is available to begin training. Students should inform employers of planned vacations and other events that may conflict with their work schedule.

5. Type of job for which the student is qualified, as determined by courses completed and current skill level.

6. How the student may be contacted:

   - Current school schedule if placement is to begin prior to the end of the school year.

   - Telephone number of home and/or a message phone.

Issue an introduction card to each student enrolled in the program. The card is used to identify the student to the cooperating business firm and to indicate that he/she has been referred by the school. (Figure VII-15)

Recruiting and Selecting Training Stations

In an ongoing program, the coordinator is familiar with training jobs available in the community and the kinds of training jobs required for students who are newly enrolled in the program.

The coordinator should:

1. Contact employers who have previously participated in the SBE program.

2. Contact prospective new employers for training stations.

3. Solicit help from members of the advisory committee in recruiting specific types of training stations to meet (unusual) needs of students.

4. Interview appropriate personnel at each training station to determine duties involved, skill level required, hours per day and per week, and length of employment period.

5. Verify that prospective employers understand the rules and regulations of the SBE program and are supportive of program goals and objectives.

Selecting Students for Interview

The coordinator evaluates information regarding the training station and the available students who are qualified for the job. When selecting students for an interview, it is important to match as many factors as possible. In addition to the student's skills and job location, other factors to be considered are the student's personality, interests, personal responsibilities, and future plans.

The coordinator should meet with each student who is selected to interview. Aspects of the job should be discussed and mutual approval established prior to setting up the interview.

The training station sponsor should have the opportunity to interview more than one student candidate. Pertinent information about each student should be provided to the sponsor prior to the interview.

Interviews are scheduled for students who are most suitable for a particular job. In some cases, depending on the maturity level of the student and the previous training relationship the coordinator has with the employer, students may schedule their own interviews. If this is the situation, the student should notify the coordinator of the date and time of interview as soon as it is scheduled.

It is not recommended that the completed application form (Figure VII-4) be presented to the employer since it contains information necessary for program application but is not pertinent to employment application.

Preparing the Student for the Job Interview

The interview is part of the training. When preparing students for the interview, the coordinator is to assume that most of the students have never participated in a job interview, and have not received training to prepare them for a successful interview. If the student has taken Office Technology, he/she will have had exposure to this material.

The student should be counseled and given interview preparation material and assistance as required. The following are suggested areas to be covered when preparing students for an interview:

1. How to dress and report for the interview.
2. Information to prepare for the interview and application.
3. How to conduct oneself during the interview; characteristics or attributes employers look for during the interview.
4. Types of questions asked during the interview.
5. Reasons job applicants are rejected.

The coordinator should verify that the student knows the specific location of the office, the name of the interviewer, the job for which he/she is being interviewed, and the date and exact time for which the interview is scheduled. The student-applicant should present the introduction card to the employer upon arrival at the interview site. (Figure VII-15)

Interview Follow-Up

Following the interview, the coordinator should obtain feedback about a student's performance during the job interview. Specifics may be obtained by telephone follow-up and/or by having the employer complete an interview evaluation form. (Figure VII-16)

Employer participants who are committed to the SBE program and to providing training stations on a continuing basis, may wish to provide follow-up directly to the student at the conclusion of the interview.

A post-interview conference with the student should include additional interview counseling if it is needed. The coordinator should remind the student to send a thank-you letter to employers who have granted interviews. (VII-17)

Instructional Management Plan Development

An Instructional Management Plan (IMP) is an individualized program of instruction that correlates classroom instruction and on-the job training with the student's career objective. The Instructional Management Plan should be developed by the coordinator with input from both the employer and the student. It then becomes a part of the student's educational program and serves as a guide for planning the related instructional units, identifying individual student needs, and working with the employer.

The training plan should contain at least the following information:

1. Name of student.
2. Social Security number of student.
3. Name and address of training station.
4. Supervisor's name and telephone number.
5. Starting date.
6. Ending date.
7. Training to be obtained in school.
8. Training to be attained on the job.

Figure VII-18 shows an Instructional Management Plan that is recommended by the Business Education Section of the Missouri Department of Elementary and Secondary Education. An IMP should be kept on file for each student who is enrolled in the SBE program.

Training Agreement

A training agreement for the Supervised Business Experience program should contain:

1. Name of student.
2. Name of school.
3. Name of the training station.
4. Address of the training station.
5. Supervisor's name.
6. Supervisor's telephone number.

It should also contain guidelines that the student, parents, employer, and the teacher/coordinator agree to follow during the time the student participates in the program. The coordinator should

explain the training agreement and obtain signatures of parties immediately upon placing a student at a training station. *All parties should receive a signed copy of the training agreement.* (Figure VII-19)

Instructional Management Plans and training agreements are not legal documents, but provide formality and foster understanding of the expectations of participants in the Supervised Business Experience program. These documents should be prepared for each student enrolled in the SBE program.

Figure VII-I

Student Recruitment/Application Information

Consider Preparing for a Career of Distinction...Enroll in SBE

The modern office—word processors, electronic copiers, electronic mail, microcomputers, automated accounting, filing systems—the latest in high tech equipment...in the center of it all is an up-and-coming professional ...IT COULD BE YOU!

SUPERVISED BUSINESS EXPERIENCE (SBE) GRADE 11 OR 12 (according to local policy) **Prerequisite: Accounting I and/or One Year of Keyboarding Applications (2-5 Credits)**

Designed for junior and senior business students interested in gaining practical on-the-job experience by working in an office and receiving school credit. Each student must work a minimum of 10 hours a week at an entry level office position obtained by the coordinator of the program.

During part of the school day, students take their required courses and an SBE-related class to develop skills and learn to perform duties required in an office occupation. Students enrolled in SBE have the opportunity to acquire attitudes, rules of conduct, interpersonal skills and business ethics which will enhance personal relations with coworkers, supervisors, and clients.

The year of experience that students receive through this program will be valuable to them in the future. Many students are asked to stay on as full-time or part-time employees and continue their education after graduation from high school.

MALE OR FEMALE STUDENTS WHO PLAN TO WORK IN AN OFFICE, GO INTO BUSINESS, OR GO TO COLLEGE WHILE WORKING TO HELP FINANCE THEIR EDUCATION WILL GREATLY BENEFIT FROM THIS COURSE.

If you are interested in enrolling in SBE, you may obtain an application and student agreement from your guidance counselor or from the SBE coordinator. Read the student agreement carefully before you complete and sign the application.

Return the completed SBE application to the teacher/coordinator in room ____. Ask for an interview to discuss your future in Supervised Business Experience.

Mr. Matt Carpenter, SBE Coordinator
Business Education Department
Anytown High School
123-4567

Figure VII-2

General Information Letter to Parents of SBE Applicants

Current Date

Dear Parent(s):

(Student's Name), has expressed interest in enrolling in the Supervised Business Experience Program for the next school year and has requested on application for admission to the program. In order to participate he/she must have your permission.

Your approval and support of (Student's Name)'s participation in SBE is important. Please read the enclosed program description which contains information about SBE. If you desire additional information, have questions about SBE, or wish to discuss (Student's Name)'s role in the program, you may contact me at my office, 123-4567.

A student application agreement is included with the application. Please review the provisions of that agreement and discuss them with (Student's Name) prior to giving your signature approval.

Sincerely,

Matt Carpenter
SBE Coordinator

Enclosures

Figure VII-3

Program Description

Supervised Business Experience (SBE) Grade 11 OR 12*
2-5 Units of Credit

Prerequisite: One full year of Keyboarding Applications and/or Accounting I

Supervised Business Experience is—

- A supervised learning experience through the cooperation of school and business.
- An opportunity for students to attend classes at school and work in a business office.
- An opportunity to apply business knowledge, skills, and techniques to a specific job situation.
- An opportunity for classroom instruction correlated with job training through on-the-job visitation by the teacher/coordinator and student's supervisor or employer.

Participation provides—

- A minimum of 10 hours a week on the job (15 hours are recommended).
- Wage comparable to other entry-level employees having similar duties and responsibilities (at least minimum wage).
- Evaluation of student's job performance.
- Consultation with the teacher/coordinator should any difficulties arise in the training.

To be eligible, the student must—

- Be at least 16 years old.
- Have and maintain a 2.0 grade average.
- Be a junior or senior (according to local policy). Have satisfactory attendance and school disciplinary record.
- Have completed one full year of Keyboarding Applications and/or Accounting I.
- Provide own transportation to and from job.
- Be enrolled in a related class.

To enroll—

Obtain an application and student agreement form from the SBE coordinator, guidance counselor or a business teacher.

Return completed application packet to room _____ and schedule an interview.

Mr. Matt Carpenter
SBE Coordinator
Business Education Department
Anytown High School
123-4567

Enrollment is by approval of the SBE Coordinator

*Grade level determined by local district policy

Figure VII-4

Application for Supervised Business Experience

Name _____ Age_____ Grade_____

Address _____ Zip_____ Birth Date_____

Phone _____Social Security Number_____

Reason for interest in SBE _____

_____

List business courses you have taken _____

_____

Previous work experience? _____ List employer(s) on the back of this form.

Name of parent or guardian with whom you live _____

_____

List where parent(s) or guardian may be contacted during the day:

Name _____ Phone _____

Name _____ Phone _____

What mode of transportation will you have available to and from interviews and to and from work?

_____ Own Car _____ Family Car _____ Other _____

What kind of office job would you prefer?

_____ Receptionist_____ Secretary _____ Office Clerk _____ Microcomputer Operator

_____ Other_____

When will you be available to begin your SBE training job? _____

_____

Current School Activities _____

Will you be participating in school activities which may affect the hours you will be available for SBE employment? _____ If so, what activities?_____

(over)

List Current School Schedule:

Period	Room No.	Course	Teacher
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____

Employment History:

Place of Employment	Employer Name	Employer Address/ Telephone Number	Work Performed

Figure VII-5

Supervised BusinessExperience Program

Application Agreement

The Supervised Business Experience program is a work experience program in which job training stations are provided by local participating business firms.

The SBE program extends throughout the school year and students planning to graduate after the first semester of their senior year should not apply. Exceptions may be made for students who plan to accept full-time employment at their training stations following graduation.

Students accepted to the SBE program will not be allowed to change jobs during the two-semester school year. A training agreement outlining the SBE program and specifying the guidelines and training experiences provided by the school and employer will be completed during September.

The SBE program is considered an extension of the school day and good attendance both at school and at the job training station is essential to the success of the program. Students are not permitted to work on a day they do not attend school; however, under certain circumstances, permission may be obtained from the coordinator if arrangements are made in advance.

Final acceptance to the SBE program requires successful completion of the courses in which the student is currently enrolled. Good attendance and continued success in business classes will be of critical importance.

Upon successful completion of the SBE program, the student will receive 2 to 5 units of credit, depeding on the number of hours worked per week. In the event a student should be terminated from his/her job, the course of action taken will be determined by the school administration and the SBE coordinator after carefully examining all facts leading to dismissal.

Student trainees are governed by federal wage and hour laws and the current Social Security Act provisions. The schedule of compensation shall be mutually agreed upon by the cooperating firm and the student trainee as long as it is in accordance with applicable laws.

The student's supervisor will complete an evaluation form prior to the end of each 9-week grading period and review it with the student trainee before returning it to the coordinator.

Each applicant agrees to abide by all rules and regulations set forth by the coordinator and employer.

_____ _____

(Student Applicant) (Parent or Guardian)

_____ _____

(Coordinator Approval) (Date)

Summary Sheet
SBE Applicants Selection and Placement

Student's Name	Appli-cation Rec'd	Absences	Cumulative Records Checked					Teacher Reference			Recruit. Interview Date	SBE Job Interviews	Placement Place and Date
			Overall Grade Average	Eng. Grade Average	Math Grade Average	Business Grades							
						Acct. I	K-brd. Appl.	1	2	3			

Figure VII-6

63.

Figure VII-7

Faculty Recommendation
for
Supervised Business Experience (SBE) Applicants

Note: This is a confidential statement of information.

To: _____, teacher of _____
(course)

From: _____, SBE Coordinator

Re: _____, Student Date: _____

The above student has applied for SBE and your evaluation of his/her personal qualities will be helpful in determining if he/she is a suitable candidate for the program. Please evaluate his/her traits listed below by circling the most appropriate number. All requested information will remain strictly confidential.

Please rate the student using the scale:

4-Excellent
3-Good
2-Fair
1-Poor
0-Unsatisfactory

1.	Responds positively to constructive criticism.	4	3	2	1	0
2.	Consistently completes assignments on time.	4	3	2	1	0
3.	Attends class regularly.	4	3	2	1	0
4.	Works cooperatively with others.	4	3	2	1	0
5.	Is neat and well-groomed.	4	3	2	1	0
6.	Uses class time wisely.	4	3	2	1	0
7.	Accepts reprimand without becoming defensive.	4	3	2	1	0
8.	Exhibits self-control.	4	3	2	1	0
9.	Avoids use of vulgar and profane language.	4	3	2	1	0
10.	Uses acceptable conversational grammar.	4	3	2	1	0
11.	Takes initiative to complete work without constant reminders.	4	3	2	1	0
12.	Makes an effort to find his/her own mistakes.	4	3	2	1	0
13.	Overall student evaluation.	4	3	2	1	0

(Comments may be written on the back.)

_____ _____
(Teacher Signature) (Date)

Figure VII-8

Student's Business Skills Assessment

To: _____, business teacher of _____
(business course)

From: _____, SBE Coordinator

Re: _____, Student Date: _____

Based on student performance in your class, please list skill level attained. Please rate the student using the following scale:

4-Excellent 3-Good 2-Fair 1-Poor 0-Unsatisfactory NA-Not Applicable

Keyboarding Applications

Straight Copy _____

Production _____

Machine Transcription _____

Electronic Calculator _____

Reprographics _____

Microcomputer _____

Other Machine Skills

_____ _____

_____ _____

Shorthand

Dictation Rate _____

Transcription Rate _____

Basic Math _____

Recordkeeping _____

Filing _____

Spelling _____

Grammar Usage

Verbal _____

Written _____

Personal Traits

Ability to follow instructions _____

Accuracy _____

Cooperation _____

Tactfulness _____

Dependability _____

Initiative _____

Courtesy _____

Punctuality _____

Personal Appearance _____

Figure VII-9

Guidance Review Form

To: _____, Counselor From: _____

Re: _____, Student Date: _____

Please complete the following for the above student who has applied for participation in the Supervised Business Experience (SBE) program.

		Grades	
English	11	_____	_____
	10	_____	_____
	9	_____	_____
Math	11	_____	_____
	10	_____	_____
	9	_____	_____
Social Studies	11	_____	_____
	10	_____	_____
	9	_____	_____
Science	11	_____	_____
	10	_____	_____
	9	_____	_____
Business	11	_____	_____
	10	_____	_____
	—	_____	_____
	—	_____	_____
Other	—	_____	_____
_____	—	_____	_____
_____	—	_____	_____

Will this student meet graduation requirements if he/she takes SBE? _____ Yes _____ No

What courses are required in addition to SBE and English? _____

_____

Ability Level

Verbal _____ Math _____

Reading _____

Would you recommend this student for SBE? _____

Figure VII-10

Attendance Record Request Form

To: Attendance Office

From: Supervised Business Experience (SBE) Coordinator

Subject: _____ . Student Grade _____

Date: _____

Please provide information regarding the attendance and tardy records of the above student who has applied for SBE.

	1st 9-wks	2nd 9-wks	3rd 9-wks
Times absent	_____	_____	_____
Times tardy	_____	_____	_____

When student was absent, did a parent call?_____

Has student been truant?_____

Have student and parents generally followed the established attendance procedures?

_____

Comments: _____

_____

Figure VII-II

Supervised Business Experience Program Applicant Checklist

Student Name _____ Date _____

The student meets the following criteria:

_____ 1. Age 16 or over and is currently in grade 11 or 12 (according to local policy).
_____ 2. Satisfactory attendance and tardy record.
_____ 3. Adequate achievement scores on standardized test.
_____ 4. Adequate course background. Number business courses _____
_____ 5. Minimum grade point average of 2.0.
_____ 6. Adequate skills for the type of jobs available in the area.

Qualified for _____

_____ 7. Sufficient credits earned to qualify for graduation at end of senior year.
_____ 8. Dependable transportation.
_____ 9. Completed application signed by student and parent.
_____ 10. Student agreement signed by student and parent.
_____ 11. Adequate faculty recommendations.
_____ 12. Coordinator-Student interview:

_____ Completed satisfactorily.

_____ Scheduled _____

_____ 13. Scheduled into SBE-related class.
_____ 14. Courses needed to meet graduation requirements have been scheduled for senior year.
_____ 15. Courses scheduled so that student can leave school in sufficient time to work required number of hours.

Leave school at _____

_____ 16. Transportation available for interview and for job:

_____ own vehicle _____ public transportation _____ other

_____ 17. Interview availability: When available _____

_____ 18. Training availability: When training may begin _____

Figure VII-12

SBE Program Applicant Interview Form

Name _____ Date _____

Coordinator's Note: After reviewing application, etc., list items to be clarified in the interview:

1. What do you plan to do after graduating from high school?

2. What kinds of things do you like to do? (personal and vocational)

3. How will you benefit from participation in SBE?

4. What has been your favorite class while in school? Why?

5. Do you like working with words? Numbers? People? Machines?

6. What kind of office job do you imagine yourself holding if accepted for SBE?

7. How are you qualified for such a job?

8. Are you presently working? Where? Do you prefer this firm as your training station if it meets the SBE training station criteria?

9. What would you do if you are told to do something by your teacher or employer and you feel that such action is not necessary or that you know of a better way of accomplishing the same result?

10. How do you react to being critiqued about your job performance?

11. Is the information on your SBE application current?

12. Do you have responsibilities or other limitations that may affect your job performance or participation in SBE?

If so, what?

RATING (4 Excellent, 3 Good, 2 Fair, 1 Unsatisfactory)

Personality	_____	Respect for authority	_____	Speech	_____
Calmness	_____	Acceptance of policies	_____	Appearance	_____
Attitude	_____	Cooperation	_____	Poise	_____

Figure VII-13

Letter of Acceptance

Current Date

Name of Student
Street Address
City, State Zip Code

Dear

You have been selected to participate in the Supervised Business Experience Program for the 19 ___-19 ___ school year. With this honor comes your responsibility to Anytown High School to represent it as a model student and office worker at all times.

The SBE class will officially begin this summer. Job placement will begin immediately, and an orientation meeting regarding placement will be held on (date and time) in room _____ . Please make arrangements to be present so that we may discuss your immediate future in SBE.

Sincerely,

Matt Carpenter
SBE Coordinator

Figure VII-14

Letter of Refusal

Current Date

Name(s) of Student's Parents or Guardian
Street Address
City, State Zip Code

Dear

Your son/daughter, (Student's Name), recently applied for enrollment in the Supervised Business Experience program at Anytown High School.

I very much appreciate the interest (Student's Name) has shown in SBE; however, after reviewing his/her application and qualifications, I find that she/he does not meet the 95 percent attendance requirement needed for admittance to the program. If there are extenuating circumstances concerning his/her attendance record, I would be happy to arrange a conference to discuss this matter with you and (Student's Name).

Should you have questions, feel free to call me at school between 1-3 p.m. My telephone number is 123-4567.

Sincerely,

Matt Carpenter
SBE Coordinator

Figure VII-15

Introduction Card

To: _____

Firm: _____

Address: _____

This will introduce _____.

a Supervised Business Experience student from our high school, whom we recommend to be interviewed for the part-time position which you are making available.

_____

Signature of Coordinator

Date: _____ Time of interview: _____

Figure VII-16

Employer's Interview Evaluation

Name of Student _____.

Date of Interview _____ Firm _____

Interview conducted by _____

Please rate the student using the following scale:

4 - Excellent 3 - Good 2 - Fair 1 - Poor 0 - Unsatisfactory

Appearance _____ Understanding of Duties _____

Interest in Job _____ Ability to Communicate _____

Personality _____ Suitability for Position _____

Did student accurately and thoroughly complete the employment application?_____
List any points for improvement:

_____

Did student adequately respond to your questions during the interview?_____
List any points for improvement:

_____

Was the student's response to any question or point of information such that additional counseling is required before he/she is prepared to meet employment expectations? _____
List any points for improvement:

_____

Do you feel additional interview preparation/counseling would be helpful for this student?_____
List any points for improvement:

_____

Thank you for any information that will be helpful in preparing the above student for employment.

_____
(Supervised Business Experience Coordinator)

Figure VII-17

Thank-You Letter to Employer for Granting Interview

288 South Hill Street
Anytown, MO 66555
December 6, 19—

Mr. Sam Fulton
Personnel Director
Box Manufacturing Corporation
Yourtown, MO 63091

Dear Mr. Fulton:

Thank you for the opportunity to interview for the accounting clerk position at Box Manufacturing Company. I enjoyed meeting you and learning about the position.

Now that I have an understanding of the job requirements and responsibilities, I am confident that my computer skills and educational background in Accounting I would be beneficial to me in an accounting clerk position.

If you wish to contact me for an additional interview, you may reach me at 123-9876. I would be happy to arrange a second interview at your convenience.

Again, thank you for taking time from your busy schedule to interview me for the accounting clerk position. I look forward to hearing from you soon.

Sincerely,

Ann Johnson

Figure VII-18

Anytown High School
Supervised Business Experience
Instructional Management Plan

Trainee _____ Soc. Sec. # _____

Program _____ Coordinator _____

Training Station _____ Address _____

_____

Supervisor's Name _____ Phone # _____

Student's Job Title _____

Starting Date _____ Ending Date _____

In-School Instruction	Occupational Experience

Figure VII-19

Supervised Business Experience (SBE) Training Agreement
Anytown High School

Student Name _____

School _____

Training Station/Address _____

Supervisor _____ Phone _____

The Student-Learner Agrees:

1. To be 16 years of age and to secure a Social Security card.
2. To provide transportation to and from work.
3. To attend school and work regularly and not go to work without going to school, nor go to school without going to work, unless previously discussed with the teacher/coordinator. Failure to adhere to this part of the agreement may result in the student-learner's receiving appropriate academic and/or disciplinary action. If the student will be absent from school or work, the teacher/coordinator and employer should be notified as soon as possible.
4. To discuss unpleasant job situations with the coordinator and with the job supervisor—not with other students, coworkers, etc.
5. To represent the school and employer by showing honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn. If dismissed from employment due to negligence or misconduct, proved by school investigation, the student may be dropped from the program and will not receive school credit.
6. To work a minimum of 10 hours a week for one unit of credit; 20 hours a week for two units of credit.
7. To provide two-weeks' notice when terminating a job, unless the employer gives special permission to do otherwise.
8. To make job changes only with the approval of the coordinator; the coordinator reserves the right to change the student's job if necessary.
9. To refrain from socializing with friends, family, or telephoning while on the job.
10. To be evaluated by the coordinator and the employer at different intervals throughout the school year.
11. To be aware that SBE students are not eligible to receive unemployment benefits upon termination of employment.

12. To submit to the coordinator a monthly work record showing total hours worked and salary earned.

13. To take part in the Employer Appreciation Activity.

14. To complete promptly all necessary reports.

The Parents of the Student-Learner Agree:

1. To encourage the student-learner to carry out effectively his/her duties and responsibilities.

2. To assume responsibility for the conduct and safety of the student from the time he/she leaves school until he/she reports to work; likewise, from the time he/she leaves his/her job until he/she arrives home.

3. To make inquiries concerning the student-learner's training, wages, or working conditions through the teacher/coordinator rather than directly to the employer.

4. That the student-learner must attend school regularly and not go to work without going to school, nor go to school without going to work, unless previously discussed with the teacher/coordinator. Failure to adhere to this part of the agreement may result in the student-learner's receiving appropriate academic and/or disciplinary action. If a student will be absent from school or work, the teacher/coordinator and employer should be notified as soon as possible.

5. To offer assistance to the coordinator, serve as a resource person, or help in other ways that would benefit the student and school.

The Employer Agrees:

1. To provide a variety of work experiences for the student-learner that will contribute to the attainment of his/her career objectives.

2. To employ the student-learner for at least the minimum number of 10 hours per week.

3. To adhere to policies and practices which prohibit discrimination on the basis of race, color, national origin, sex, or handicap.

4. To provide instructional materials and occupational guidance for the student.

5. To assist in the evaluation of the student-learner.

6. To adhere to all federal and state regulations including child labor laws and minimum wage regulations.

7. To adhere to income tax and social security withholding regulations.

8. To consult with the teacher/coordinator concerning the student-learner and to discuss with the coordinator any difficulties that may arise.

9. To inform the teacher/coordinator before or immediately following the dismissal of the student-learner.

The Teacher/Coordinator Agrees:

1. To provide the necessary related classroom instruction.
2. To visit, telephone, or conference as needed with the student, employer, or parents.
3. To assist with training problems of the student-learner.
4. To assist the employer in the evaluation of the student-learner.
5. To keep accurate records pertinent to the student and the school.
6. To relate any job leads appropriate to the skill level of the student seeking employment.

I HAVE READ THE ABOVE AGREEMENT AND AGREE TO CARRY OUT THE RESPONSIBILITIES DELEGATED. I UNDERSTAND THAT THIS DOCUMENT IS A MEMORANDUM OF TRAINING, NOT A LEGAL CONTRACT.

EMPLOYER SIGNATURE	DATE	STUDENT SIGNATURE	DATE
COORDINATOR SIGNATURE	DATE	PARENT SIGNATURE	DATE

Unit VIII. Classroom Instruction

SBE gives students the opportunity to develop skills and attitudes not usually taught in other courses and to obtain refresher training in skills which have been previously learned. The instruction received in the classroom and experience gained on the job complement one another.

All Supervised Business Experience students receive general occupational instruction (instruction needed by all workers) and specific occupational instruction (instruction needed by all office workers). In addition, SBE students receive instruction which applies to their specific job objective and to their own training jobs. The State Office Technology Guide should be consulted to determine which units of instruction have been identified for presentation in the various areas.

The development of basic skills in the SBE classroom is important, and throughout the course the student is given opportunities to:

1. Develop oral and written expression.
2. Develop efficient work habits.
3. Improve arithmetic skills and problem-solving techniques.
4. Develop listening and concentration skills.
5. Build spelling skills and improve general vocabulary.
6. Develop desirable attitudes toward neatness and accuracy.

The SBE classroom is a setting which fosters the improvement of human relations skills by offering opportunities to:

1. Encourage a friendly attitude and develop the ability to get along with others.
2. Evaluate and improve personal appearance.
3. Develop an understanding of oneself and others.
4. Develop leadership ability and self-confidence.
5. Develop ability to accept and to give constructive criticism or praise graciously.
6. Work toward recognition and modification of prejudice and bias.
7. Develop personal integrity.

With regard to specific job skills, SBE offers an opportunity to:

1. Assist the student in determining the skills and knowledge needed in his/her job activities and to develop those skills.
2. Develop specific job competencies which relate to the job classification in which the student is interested and in which the student is receiving training.

Orientation to SBE

An orientation to SBE should be conducted at the beginning of the school year. Such an orientation would provide an opportunity for the coordinator to:

1. Review program requirements and responsibilities of students.
2. Review student agreement and Instructional Management Plan
3. State expectations regarding dress, grooming, attitude, honesty and integrity.
4. Emphasize work habits in the classroom and on the job.
5. Establish classroom rules and the care of room and equipment.
6. State attendance expectations and absence call-in policy.
7. Review forms to be used.
8. Discuss the policy and procedure for classroom and on-the-job evaluation.

Consideration might be given to incorporating all of these items into a handbook for the student. Each student should have his/her own copy of the student handbook to use as a reference source throughout the year.

Wage and Hour Form

It is required that a record of each student's gross earnings and hours worked be kept on file in the coordinator's office. (Figure VIII-1)

Future Business Leaders of America

Future Business Leaders of America (FBLA) is the vocational student organization for all students enrolled in Business Education courses. Through participation in FBLA, business students learn to engage in individual and group business enterprises, to develop leadership skills and direct the affairs of a group, to work with other student organizations, and to compete with other students. The purpose of FBLA is to provide, as an integral part of the instructional program, additional opportunities for Business Education students to develop vocational and career competencies and to promote civic and personal responsibilities.

Benefits to SBE Students

Many FBLA activities are designed to help business students develop the knowledge and attitudes necessary to succeed as employees and as consumers. Therefore, FBLA activities can be effective teaching opportunities and reinforcement experiences for SBE students.

These activities are valuable in developing positive work attitudes, assisting students in learning about employment opportunities, developing job application and interviewing skills, helping

students learn about the free enterprise system, and fostering positive attitudes about civic and social responsibilities.

SBE students are strongly encouraged to join *and* participate in FBLA activities. FBLA is regarded as the professional organization for business students, and through participation in FBLA, SBE students have an opportunity to develop leadership competencies.

Incorporating FBLA With SBE

Suggested ways to incorporate FBLA into SBE include:

1. A consumer education unit including banking, consumer protection, budgeting, investing, insurance, taxes, etc.
2. Field trips by FBLA-SBE students.
3. In-class competition using FBLA guidelines and rating sheets. Suggested subject areas include:
   - Communication skills.
   - Parliamentary procedure.
   - Public speaking.
   - Mr. and Ms. Future Business Leader.
   - Job description manual.
   - Job interview.

An FBLA recruitment packet may be obtained through the Business Education Section of the Department of Elementary and Secondary Education, Box 480, Jefferson City, MO 65102.

Developing Good Work Habits

The improvement of skills and employability are enhanced by the development of good work habits.

Goal Setting

At the beginning of the SBE year, students set performance, learning, and personal goals for the year. Goals should pertain to vocational skills, improvement of work habits, and/or of personal habits and actions. At the beginning of each 9-week period, students set intermediate goals aimed at achieving their yearly goals. It is suggested that students evaluate their progress toward those goals at the end of each 9-week period.

In the area of skills, each student should set a definite keyboarding speed and accuracy goal. Other skill goals may include learning to operate the calculator by touch, learning to key mailable letters from machine dictation, or learning to operate the microcomputer and word processor.

Goals may be set in any area where the student needs improvement. The following may be offered as suggestions:

- Attendance
- Punctuality
- Dress
- Grooming
- improvement of specific work habits
- Skills

Goals should be written in a specific, positive manner, and in measurable terms. They should be typed and kept for ready reference.

Time Management

Techniques of time management may be particularly helpful to students who are beginning their SBE year. Students should be made aware of time management techniques. The following suggestions may be incorporated:

- Setting priorities of what needs to be accomplished and in the order of importance.
- Recording events in a pocket calendar.
- Recording class assignment deadlines on a monthly progress calendar.
- Setting goals and performing follow-up evaluations.
- Planning a weekly wardrobe.

Figure VIII-1

Cumulative Hour and Wage Record

Job Station _____ Student _____

Week Ending	Days Absent Sch.	Work	Hours	Rate of Pay	Earnings	Total Earnings to Date

Unit IX. Employer Recognition Activity

The employer recognition activity is a required component of the Supervised Business Experience program and is the most important social event of the SBE program year. The activity provides an opportunity for students, the school, and the community to acknowledge and honor employers for their cooperation in hiring and training students and to thank them for participating in the SBE program.

The focus of the event is on the employer. However, this activity should be treated as a learning experience as well as an opportunity for students to develop group spirit and pride. Individually, and as a group, students have an opportunity to practice planning, social, and leadership skills.

The event also provides an opportunity for the coordinator to publicly acknowledge students for their accomplishments, to recognize student leadership, to recognize outstanding contributions, and to promote good public relations between the school, the administration, and the community.

Type of Activity

The type of activity to be considered will depend on several factors including student and administration preference, money and facilities available, and whether participation will include other vocational divisions. Suggestions are:

- Breakfast
- Luncheon
- Banquet
- Cookout
- Dinner Theater
- Open House

The type of activity should be decided upon well in advance so that the necessary fund-raising activities can be planned and carried out (if the activity is to be paid for in that manner).

Appreciation Activities

It is important to remember that the function is to honor employers. The following are suggested ways of doing this:

1. Present all employers with framed certificates or other appropriate awards. (Figures IX-1 and IX-2)
2. Recognize the number of years of participation by employers with the SBE program.
3. Present special recognition awards to selected employers and students.

Planning

Students should be involved in planning as well as all other phases of the activity. It is important to treat this as a learning activity for the students, not an added responsibility of the coordinator. The coordinator's role should be one of an advisor who provides structure and then oversees the students' efforts to ensure that everything gets done.

It is recommended that every SBE student choose or be appointed to a committee for the activity. Some of the committees that are often utilized in conducting this type of event include:

- Arrangements
- Entertainment
- Invitations
- Finance
- Program
- Awards
- Name Tags/Place Cards
- Decorations
- Publicity
- Clean-Up
- Reception

The teacher/coordinator should be familiar with the responsibilities of all committees so that this information can be conveyed to the students.

A successful appreciation event often requires rehearsals. Student speakers will perform more confidently if they have an opportunity to rehearse their parts in the proper sequence. A sample script for an Employer Appreciation Luncheon is included as Figure IX-3. The coordinator should attend the rehearsal and offer suggestions and guidance as needed. The coordinator will need to attend the actual event and be prepared to assist the students in whatever way is necessary.

It may be difficult for the coordinator to strike the right balance between allowing the students to proceed completely on their own and providing them with too much assistance. Although the coordinator is ultimately responsible for the success of the event, it is very important that the primary responsibility for planning and conducting the event rest with the students.

Figure IX-4 shows a checklist of responsibilities for the employer appreciation activity. This form may be used by the coordinator and by students as an assignment sheet and a reminder of the various chores to be performed in connection with that activity.

Figure IX-5, Student Guidelines for SBE Luncheon, could be used as a handout for class discussion of the employer appreciation event and/or a reference for the students.

Invitations and Programs

Invitations and programs may be prepared by students on a word processor/microcomputer or printed by a commercial or vocational school print shop. If possible, the paper selected for invitations, envelopes and programs should match and coordinate with the program theme or with school colors. (Figure IX-6)

Special Guests

The employer appreciation activity is an excellent opportunity to promote positive public relations for the SBE program and individuals other than employers should be invited for this purpose. Suggested guests to be included are:

- Members of School Board
- Members of Advisory Committee
- Local Supervisor of Business Education
- Guidance Counselors
- School District Administrative Personnel
- Vocational Director
- Principal of School
- Parents of SBE Students

Certain guests may be asked to participate in recognition and/or awards presentations conducted at the function.

Recognition of special guests may be included as a part of the program, or introductions may be performed on an individual basis prior to their participation.

Seating

Seating arrangements are influenced by the facilities. It is suggested that there be a head table and that the remaining tables be arranged accordingly. Students should be seated with their employers.

The Master or Mistress of Ceremonies should be at the center of the head table and the speaker to his/her immediate right. There should be no more than 10 people at the head table.

Funding the Activity

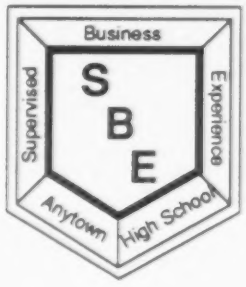
It is recommended that fund-raising projects be held in order to pay for the employer appreciation activity. Some groups, however, prorate the cost of the entire activity among the SBE students. Another option would be to assess each SBE student a monthly amount in the form of "SBE dues" to help defray the cost of this activity.

Overall Value of the Employer Appreciation Activity

It is important to stress the significance and purpose of this function to the students.. Not only is it a social learning experience for them, but it is also beneficial in terms of professional growth. The students will learn that professionalism does have a price. They must participate in the fund-raising activity or pay their share of the cost, but their rewards will be improved relations and admiration from their employer and others involved with the event. The students should not regard this appreciation event as just one more thing they have to do. The coordinator should take advantage of this opportunity to stress some very important aspects of working and succeeding in the real world.

Figure IX-1

Certificate of Appreciation- Sample A



Supervised Business Experience of Anytown High School

Certificate of Appreciation

is hereby recognized by the Supervised Business Experience students of Anytown High School as having contributed guidance, inspiration, and support to our program. We appreciate your faith in SBE, your encouragement, and efforts in this educational program in behalf of

_____

_____ _____

Date *SBE Coordinator*

_____

School Official

Figure IX-2

Certificate of Appreciation - Sample B

THIS CERTIFICATE IS AWARDED TO

in Appreciation of Your Cooperation

with the

SUPERVISED BUSINESS EXPERIENCE PROGRAM

of

ANYTOWN HIGH SCHOOL

_____
Date

_____
Coordinator

_____
School Official

Script for Employer Appreciation Luncheon

Student #1 - Presiding Student
Student #2 - Welcome
Student #3 - Invocation
Student #4 - Recognizes first group of employers
Student #5 - Recognizes second group of employers
Student #6 - Closing remarks

Student #1

OPENING REMARKS: Welcome to the Employer Appreciation Luncheon. (Wait for attention by all.)

Our luncheon today is an expression of our appreciation to our employers for giving Supervised Business Experience students of Anytown High School a chance to have on-the-job training while attending school. We sincerely appreciate having this opportunity to increase our knowledge and improve our skills. The Supervised Business Experience is a very important part of our training that we would not have without the fine cooperation of our employers.

We are happy to have all of you here. At this time, the official welcome will be given by (name of student #2), who is employed at (name of company).

Student #2

WELCOME (This script is offered if a student is delivering the official welcome. Some schools prefer a welcome from a school administration official.)

We are honored today by the presence of the Supervised Business Experience employers. Once a year, it is our privilege to have each of you as our guest at this appreciation luncheon.

In today's competitive job market, employers are looking for people who display initiative, accept responsibility, maintain positive attitudes, and demonstrate their potential for professional growth.

Your help and guidance are an important part in training us for the jobs of tomorrow. We appreciate the opportunity you have given us to improve our skills and attitudes as we prepare for a career in the business world.

Today, you are our guests; we are your hosts. We trust that in our fellowship today, you may feast upon our hospitality while we extend to each of you a hearty welcome.

Student #1

The invocation will be given by (name of student #3).

Student #3

INVOCATION (Consult district policy.)

Student #1

(For Buffet): Please allow the persons at the head table the opportunity to proceed through the serving line first. Then, if those of you at the table nearest to me will follow, moving from there a row of tables at a time, I believe all will be able to be served more quickly. (If there is a large group, keep some guests seated to avoid having the guests stand in line a long time.)

(For Seated Meal): Please enjoy your meal.

(After most have finished eating): May I have your attention? Those of you who have not finished eating may continue. It is our pleasure to honor our SBE employers at this time. In your program you will find a list of these employers. (name of student #4), who is employed at (name of company), and (name of student #5), who is employed at (name of company) will read the names.

Student #4

It is my pleasure to recognize these employers. Please stand when your name or firm is introduced. (Student #4 reads first half of list.)

Student #5

I have the honor of recognizing these employers. Please stand when your name or firm is introduced. (Student #5, reads second half of list.)

Student employees, please stand and present your employers with their certificates of appreciation.

Student #1

We would like to acknowledge the presence of our special guests. In attendance today are school administrators, guidance counselors, and the business education department chairpersons who actively support our program. Would these persons please stand and be recognized.

CLOSING REMARKS: It is a pleasure to have (superintendent or designee of the school district) with us who will give us closing remarks.

AFTER REMARKS: Thank you, (name of speaker).

We sincerely appreciate your presence here today. We look forward to seeing each of you again next year. Good afternoon.

Figure IX-4

Checklist for SBE Employer-Employee Appreciation Activity

Responsibility	Date Completed	Students	Student Record of Finances	
			Total Amount Due	Total Paid (Date/Amt.)
Type of Activity		1.		
		2.		
Date of Activity		3.		
		4.		
Location & Time		5.		
Arrangements, (Menu, Physical arrangements, Programs)		6.		
		7.		
		8.		
Invitations		9.		
Guest List Prepared (Students, Employers, Special Guests)		10.		
		11.		
		12.		
Invitations Mailed		13.		
Table/Room Decorations Ordered		14.		
		15.		
Preparation of Program, Name Tags/ Place Cards		16.		
		17.		
		18.		
Preparation of Certificates		19.		
		20.		
Student Permission to Leave Forms on File		21.		
		22.		
		23.		
Confirmation of Facilities/Arrangements/No. Attending (Include Self)		24.		
		25.		
		26.		
		27.		
Finances		28.		
Program Rehearsal		29.		
Student Rehearsal		30.		
Transportation		31.		

Figure IX-4

SBE Appreciation Activity Checklist

School Guests	Attending ( )	Not Attending ( )
Employers		
Special Guests		

Student Guidelines for SBE Luncheon

(Location)
(Date, Time)

1. Dress appropriately for the occasion. Both ladies and gentlemen should wear attire that is appropriate for the business office.

2. The SBE group will leave from room ___ at (time). Be there, ready to go. Your permission slip must be returned by (date). Turn it in to (name of student collecting them) as soon as possible. If you are driving a car or need a ride, inform your coordinator. Those who are driving will be asked to car-pool.

3. When you arrive at (location), get your employer's certificate and name tags from the table provided and reserve seats for your employer and yourself.

4. When your employer arrives, greet and escort him/her to the table. Introduce your employer and yourself to others at the table. If possible, introduce your employer to school personnel.

5. When the program begins, remain silent. After the welcome, you will be directed to the buffet (if buffet) in an orderly fashion. Let your employer go first, ahead of you. Be polite. Watch your table manners. Continue conversation; make it a pleasant meal.

6. As soon as most people finish their lunch, the program will begin. Give each speaker your attention. Applaud as each speaker is introduced and when he/she finishes speaking.

7. You will hand out a certificate. Listen for directions to stand with your employer. Stand, hand the certificate to your employer, shake his/her hand, and say, "Thank you." Sit down.

8. The program will be adjourned following the closing remarks.

9. Be on your best behavior at all times. You are the hosts and hostesses, so it is important to be ladies and gentlemen.

10. Have an enjoyable time.

Figure IX-6

SAMPLE INVITATION AND PROGRAM

You are cordially invited to attend the

Employer-Employee Luncheon

given in your honor by the SBE students

of Anytown High School

The Luncheon will be held on

Wednesday May _, 19__

The Plaza Inn

from 11:30 a.m. to 1:00 p.m.

R.S.V.P
Matt Carpenter, Coordinator

Supervised Business Experience
Employer Luncheon
May __, 19__

Administration

Dr. Ellen Thompson, Superintendent
Dr. Russell Davidson, Assistant Superintendent
Dr. Bryan Tracy, Principal

Program

Welcome	Kathy Taylor, President

Lunch

Introduction of Guests	Jean Adams
Introduction of Employers	Leon Rook
Entertainment	Linda Sprehe
Certificate of Appreciation	Sharron Hays
Student Award	Wanda Elsea
Concluding Remarks	Becky Dunn

X. Program Evaluation

The coordinator is responsible for the overall effectiveness of the total Supervised Business Experience program. To assess this effectiveness, feedback is necessary from individuals who have been closely involved in the program—students, employers, administrators, and the teacher/coordinator.

The two main purposes for evaluating any program are (1) program improvement and (2) accountability. By examining all aspects of the program, it is possible to determine if program objectives are being met, if the students' needs are adequately served, and which areas of the program can be improved. Accountability is an important part of the education system, but should not be treated as a negative aspect—assurance should be given that tax dollars are being spent wisely.

Overall Program Evaluation

Informal discussions with students and employers can provide valuable information for overall program improvement. However, formal evaluation is also necessary and can include required reports and other forms concerning all phases and by all participants of the program. Program evaluation should be ongoing and include all aspects of the program.

The overall program evaluation includes:

1. Five-year program evaluation. (Figure X-1)*
2. Student evaluation of SBE program. (Figure X-2)
3. Feedback from individuals closely involved with the program.

*This form is used in conjunction with the Evaluative Questionnaire for Business Education.

Training Station Evaluation

The training station evaluation includes:

1. Cooperation with the school in following the intent of the program.
2. Training as agreed in the student's training plan.
3. Overall effectiveness.
4. Accessible location (in relation to school campus).

Student Evaluation

The student evaluation includes:

1. Training station visits. (Figure X-3)
2. Classroom evaluation.
3. On-the-job training evaluation by employer.
4. Student self-evaluation.

Training Station Visits

The coordinator should make a minimum of one visit per quarter to the training site. (Figure X-4) Should problems arise, more frequent visits may be required. The purpose of the visit is to observe the student at work and to confer with the supervisor regarding the student's training progress. Other topics that might be discussed are:

1. Attendance and punctuality of student.
2. Knowledge of job and performance of duties.
3. Productivity.
4. Acceptance of supervision.
5. Work habits.
6. Appropriateness of dress.
7. Student's ability to fit into the established office routine.
8. Employer's formal evaluation of student (quarterly).

When a student is experiencing difficulty or conflict on the job, conferences should be held with all parties concerned to determine the source of the problem and identify possible solutions. A decision should be made only after a thorough evaluation. It may be necessary that the student be placed under probation, removed from the training station, or removed from the program. In most cases, however, closer supervision of the student may be all that is necessary.

The effect of such difficulties on the student's grade should be determined by the individual situation and local program and/or school policy.

Classroom Evaluation

For related class work, students are evaluated on:

1. Performance on classroom assignments.
2. Skill performance on appropriate office machines and related material.

3. Attendance and punctuality.

4. Personality traits and work habits. (Figure X-5)

In some SBE programs, a grade is given for class work and a second grade given for job performance. In other programs, the two scores are combined and one grade is issued.

On-The-Job Training Evaluation

Employers are asked to evaluate student performance on the job. The grading intervals correspond with the school grading periods. (Figure X-6)

In obtaining the employer's evaluation, the coordinator should:

1. Arrange for the employer to get the evaluation form.

2. Set a deadline for completing and returning the form.

3. Make arrangements for having the form returned to the coordinator.

4. Review the points on the evaluation form with the employer.

Following receipt of the evaluation, the coordinator should review with the student the completed form pointing out strengths and weaknesses and making suggestions for improvement. In most instances, the input from the employer should be used to determine the on-the-job grade or portion of the grade. However, the ultimate authority rests with the teacher/coordinator who has the responsibility for submitting a grade which accurately reflects the student's performance.

Student Self-Evaluation

Students should be encouraged to set goals and to do a self-evaluation, both in the classroom and on the job. Forms are included for student self-evaluation of personal qualities and student self-evaluation of the job. (Figures X-7 and X-8) Weekly "evaluation" sessions may be held as a part of the related classroom instruction.

Coordinator Self-Evaluation

For an effective SBE program, it is essential that the coordinator periodically evaluate the program. An honest, objective appraisal of program goals and how effectively they are being met will add a great deal to the overall success of the program. (Figure X-9)

Figure X-1

Department of Elementary and Secondary Education
Division of Vocational and Adult Education
P.O. Box 480, Jefferson City, Missouri 65102

SUPPLEMENTARY QUESTIONNAIRE
FOR
VOCATIONAL PROGRAMS OPERATING A COOPERATIVE EDUCATION COMPONENT

1. The teacher/coordinator provides both in-class related instruction and supervision of students' on-the-job training.

   Yes_____ No_____

2. Cooperative students are enrolled in both the class and the supervised employment simultaneously.

   Yes_____ No_____

3. The Supervised Business Experience students' training stations are appropriate for the occupational categories for which the program is designed.

   Yes_____ No_____

4. There is a written Instructional Management Plan (IMP) between the school and the training sponsor which identifies both in-class instruction and on-the-job training that the student will receive.

   Yes_____ No_____

5. A current IMP is on file for each student receiving cooperative credit.

   Yes_____ No_____

6. There is a written training agreement between the school and the training sponsor which assures that students are employed and compensated in conformity with federal, state, and local laws and without regard to race, color, national origin, sex, or handicap.

   Yes_____ No_____

7. The credit awarded for on-the-job training is 1 unit for each 10 hours of employment per week. No more than 2 units of credit are awarded for on-the-job training.

   Yes_____ No_____

8. Adequate extended employment time for the teacher/coordinator is provided.

   Yes_____ No_____

9. The teacher/coordinator's schedule includes 1 period per day for each 12-15 cooperative students for supervision of on-the-job training.

   Yes_____ No_____

Figure X-2

Student Evaluation of the SBE Program

Date of Evaluation_____

Please respond by circling the most appropriate number:

Rating: Excellent - 4 Good - 3 Fair - 2 Poor - 1 Unsatisfactory - 0

4 3 2 1 0	1.	Do you feel that you have benefited from the classroom instruction you received in SBE?
4 3 2 1 0	2.	Do you feel that you have benefited from the work experience you received through your participation in SBE?
4 3 2 1 0	3.	Did your classroom instruction relate directly to your training station duties?
4 3 2 1 0	4.	Do you feel that your classroom and work experiences will help you as you seek full-time employment?
4 3 2 1 0	5.	Do you feel that you have more self-confidence as a result of your experience in SBE?
4 3 2 1 0	6.	Do you feel your SBE experience has enhanced the development of positive personal traits and attitudes necessary for office and business success?
4 3 2 1 0	7.	Do you feel your SBE experience has enhanced your ability to deal effectively with others and to accept supervision?

Please answer yes or no, and explain in the space provided.

Yes No 8. Would you recommend the inclusion or exclusion of any units into or from the classroom instruction phase of SBE?

_____

_____

Yes No 9. Do you have suggestions to improve the order of the units presented in the classroom instruction phase?

_____

_____

Figure X-3

Checklist for Evaluating Student Training Stations*

TRAINING STATION_____ Date_____

Check the items that apply to this training station.

The training station:

____ 1. is located so that transportation to and from home and school is not too time-consuming or costly.

____ 2. has satisfactory employee morale.

____ 3. has up-to-date facilities and equipment.

____ 4. provides a safe, ethical environment for the student.

____ 5. observes federal and state laws and employment regulations.

____ 6. provides instruction, not merely part-time employment.

____ 7. develops an Instructional Management Plan jointly with the coordinator.

____ 8. works closely with the student and the coordinator to improve instruction.

____ 9. designates supervisory personnel who will direct the student training competently and with enthusiasm.

____ 10. periodically evaluates the student in writing.

____ 11. promotes school attendance and the standards/rules of the program.

____ 12. employs the student for a minimum of 10 hours per week for the entire school year.

____ 13. provides an appropriate hourly wage for the student.

*It is suggested that the checklist be completed jointly by the coordinator and the SBE student.

Figure X-4

Teacher Evaluation of Training Station

Training Station_____ Date_____

Using the following rating scale, evaluate the training station.

Rating: Excellent - 4 Good - 3 Fair - 2 Poor - 1 Unsatisfactory - 0

4 3 2 1 0	1.	Location of training station.
4 3 2 1 0	2.	Appropriate wage.
4 3 2 1 0	3.	Observes federal and state laws.
4 3 2 1 0	4.	Participates in preparation of Instructional Management Plan.
4 3 2 1 0	5.	Employee morale.
4 3 2 1 0	6.	Competent supervisory personnel; suitable supervision.
4 3 2 1 0	7.	Equipment and facilities.
4 3 2 1 0	8.	Appropriate instruction.
4 3 2 1 0	9.	Variety of learning experiences.
4 3 2 1 0	10.	Cooperation with coordinator.
4 3 2 1 0	11.	Timely preparation of written student evaluation.
4 3 2 1 0	12.	Opportunity for advancement.
4 3 2 1 0	13.	Opportunity for full-time employment.

Comments: _____

_____

Figure X-5

Grading Sheet for Personality Traits and Work Habits

STUDENT_____Class_____ Period_____

Rating: Excellent - 4 Good - 3 Fair - 2 Poor - 1 Unsatisfactory - 0

	Grading Period			
	1	2	3	4
ATTENDANCE:				
Daily attendance	___	___	___	___
Promptness	___	___	___	___
PERSONAL TRAITS:				
Attitude	___	___	___	___
Appearance	___	___	___	___
Cleanliness	___	___	___	___
Dependability	___	___	___	___
Etiquette	___	___	___	___
Health	___	___	___	___
Neatness	___	___	___	___
Tact	___	___	___	___
WORK HABITS:				
Class participation	___	___	___	___
Acceptance of responsibility	___	___	___	___
Preparation	___	___	___	___
Promptness	___	___	___	___
Ability to follow instructions	___	___	___	___
Organization of supplies	___	___	___	___
Adequate supplies	___	___	___	___
Ability to work with others	___	___	___	___
Initiative	___	___	___	___
Self-control	___	___	___	___
Totals	___	___	___	___

The points will be added to obtain the numeric score (Perfect score = 80)

Figure X-6

On-the-Job Training Report

Student-Trainee _____

Firm _____ Dept. _____

Please circle the appropriate rating for each item.

Rating: Excellent - 4 Good - 3 Fair - 2 Poor - 1 Unsatisfactory - 0

Personal Traits:		**Skill Performance:**	
Grooming	4 3 2 1 0 NA	Keyboarding	4 3 2 1 0 NA
Suitability of dress	4 3 2 1 0 NA	Filing	4 3 2 1 0 NA
Confidentiality	4 3 2 1 0 NA	Spelling	4 3 2 1 0 NA
Speech	4 3 2 1 0 NA	Punctuation	4 3 2 1 0 NA
Interest in work	4 3 2 1 0 NA	Proofreading	4 3 2 1 0 NA
Cooperation	4 3 2 1 0 NA	Recordkeeping	4 3 2 1 0 NA
Initiative	4 3 2 1 0 NA	English Usage	4 3 2 1 0 NA
Penmanship	4 3 2 1 0 NA	Office Machines	4 3 2 1 0 NA
Reliability	4 3 2 1 0 NA	Calculator	4 3 2 1 0 NA
Tact	4 3 2 1 0 NA	Word Processor	4 3 2 1 0 NA
Adaptability	4 3 2 1 0 NA	Copier	4 3 2 1 0 NA
Courtesy	4 3 2 1 0 NA	Microcomputer	4 3 2 1 0 NA
Attitude	4 3 2 1 0 NA	_____	4 3 2 1 0 NA
Ability To:		**Business Techniques:**	
Get along w/others	4 3 2 1 0 NA	Use of telephone	4 3 2 1 0 NA
Use good judgment	4 3 2 1 0 NA	Use of supplies	4 3 2 1 0 NA
Organize work	4 3 2 1 0 NA	Meeting people	4 3 2 1 0 NA
Follow directions	4 3 2 1 0 NA	Orderly work station	4 3 2 1 0 NA
Understand instructions	4 3 2 1 0 NA	Knowledge of job	4 3 2 1 0 NA
Accept criticism	4 3 2 1 0 NA	Quarter ____	
Attend to details	4 3 2 1 0 NA	Times late ____	
Keep at the job	4 3 2 1 0 NA	Times absent this quarter ____	

Comments that would assist the coordinator in student training:

_____

_____

_____

_____

_____ _____

Signature of Rating Supervisor Date

Figure X-7

Student's Self-Evaluation of Personal Qualities

Based on your own opinion, select one of the ratings and write it in the space provided.

Name _____ Date _____

Rating: Always-4 Usually-3 Sometimes-2 Seldom-1 Not Applicable-NA

1. ACCURACY:
   - Am I careful to obtain accurate information? ____
   - Is the information I provide others correct? ____

2. DEPENDABILITY:
   - Am I reliable? ____
   - Do I do the work expected of me? ____
   - Do I follow through on jobs? ____

3. ATTITUDE:
   - Am I receptive to constructive criticism? ____
   - Do I accept correction without becoming defensive? ____
   - Am I willing to perform unpleasant tasks? ____

4. COOPERATION:
   - Do I work well with others? ____
   - Do I consider the interests of all concerned? ____

5. INITIATIVE:
   - Do I voluntarily work beyond the minimum requirements? ____
   - Do I voluntarily contribute my time? ____

6. LOYALTY:
   - Am I loyal to those who deserve my loyalty? ____
   - Am I discreet with confidences entrusted to me? ____

7. POISE:
   - Do I maintain composure even in difficult situations? ____
   - Am I self-confident? ____
   - Am I usually relaxed? ____

8. JUDGMENT:
   - Do I use common sense in reasoning? ____
   - Do I consider all phases of a problem before making a decision? ____
   - Do others value my opinion? ____

9. HONESTY:
   - Am I honest in my dealing with others? ____
   - Do I tell the truth? ____
   - Do I give a full day's work for a full day's pay? ____

10. PUNCTUALITY:
Am I on time at school, at work, and to appointments? ____
Do I complete assignments on time? ____

11. APPEARANCE:
Am I neat and clean in my personal grooming? ____
Do I use good judgment in choosing wearing apparel? ____
Do I have good posture when I stand, walk, or sit? ____

12. CONSIDERATION:
Am I considerate of others? ____
Am I courteous in my dealings with others? ____
Am I tactful, both in speech and manner? ____

13. COMPLIANCE:
Do I follow the rules of my home, school and community? ____
Do I abide by company policies? ____

14. SPEECH:
Do I enunciate clearly? ____
Is my voice pleasant and well modulated? ____

15. HEALTH:
Am I energetic? ____
Do I tire easily? ____
Is my health good? ____

16. PERFORMANCE:
Do I perform my classroom duties and tasks satisfactorily? ____
Do I perform my job skills and tasks satisfactorily? ____
Do I correlate classroom experience with my job experiences? ____

Figure X-8

Student Job Report
(A Self-Evaluation)

Name_____ Job Site_____

Date_____ Job Title_____

Rating: 4 - Excellent 3 - Good 2 - Fair 1 - Poor 0 - Unsatisfactory Not Applicable-NA

During this past week, rate:

1.	Your attitude at work.	4	3	2	1	0	NA
2.	Your completion of duties.	4	3	2	1	0	NA
3.	Your interaction with your supervisor.	4	3	2	1	0	NA
4.	Your interaction with coworkers.	4	3	2	1	0	NA
5.	Your work behavior (on time, breaks, dress, etc.).	4	3	2	1	0	NA

Check the social skills you used at work this past week:

___ Organizing job responsibilities
___ Accepting help
___ Giving Instructions
___ Asking a question
___ Apologizing
___ Following Instructions
___ Offering help
___ Understanding
___ Accepting criticism
___ Convincing others
___ Asking for help

Describe a situation in which you successfully used a social skill.

_____

Describe a situation in which you were unsuccessful in using a social skill.

_____

Why do you think you were unsuccessful?_____

Describe any problems you encountered at work this past week.

_____

Describe one thing you did at work of which you are proud._____

_____

Figure X-9

Coordinator's Self-Evaluation

School Year _____

During the past school year, I would rate my performance in each of the following areas as:

Rating: Excellent - 4 Good - 3 Fair - 2 Poor - 1 Unsatisfactory - 0

HUMAN RELATIONS:

1. Maintained the dignity and prestige of my school and program in my personal contacts. ____
2. Established myself as an intelligent, loyal, and confidential consultant to my cooperating business people. ____
3. Maintained high standards in cooperative endeavors. ____
4. Became more acquainted with the business people of the community. ____
5. Maintained a good working relationship with school and administrative personnel. ____
6. Maintained a good rapport with parents and students in SBE program. ____
7. Made myself available to all concerned. ____

LEADERSHIP:

1. Provided an appropriate training station for each trainee. ____
2. Provided guidance and direction to employers for satisfactorily handling problems involved with SBE students. ____
3. Provided the proper training necessary for employers and training supervisors to orient students to their job and to correlate job experiences to classroom instruction. ____

GOALS:

1. Insured that training stations correlate with student goals and objectives. ____
2. Kept the school, community, parents, and students well informed of the program. ____
3. Continually sought new training stations. ____

4. Screened applicants for program carefully. ____

5. Matched the right student to the right job. ____

6. Used the news media for promoting good relations and informing the public. ____

7. Began recruitment program early in the second semester. ____

8. Observed stated standards in selection of students. ____

9. Adequately prepared and provided for students to substantially benefit from the training and experiences that can be received by correlating classroom instruction and on-the-job training. ____

10. Kept up-to-date files on all program activities. ____

11. Prepared state, local, and federal reports accurately and on time. ____

12. Visited training stations at least once each quarter. ____

13. Evaluated training stations for quality. ____

14. Discussed progress reports with SBE students. ____

XI. Federal and State Labor and Tax Laws

The SBE program must comply with all local, federal, and state labor laws which pertain to employment of students. In addition, the coordinator should be knowledgeable of wage and tax laws which affect students and their earnings.

Federal and State Labor Laws

All local, state and federal labor laws pertain to the employment of students unless they are exempted by special application and approval. The coordinator should become familiar with the regulations that apply to students, occupations, and participating training stations. A leaflet entitled "Child Labor Information," prepared by the Missouri Division of Labor Standards is available through the Department of Labor and Industrial Relations, Division of Labor Standards, P.O. Box 449, Jefferson City, Missouri, telephone (314) 751-3403.

Basic labor regulations concern:

- Age restriction
- Hours of work
- Minimum wage and overtime pay
- Hazardous occupations
- Minimum wage exemptions for students

Missouri has child labor laws which apply to virtually all employment situations regardless of volume of sales, business done or number of employees, and regardless of federal coverage.

Federal child labor laws apply to all businesses engaging in interstate commerce or businesses handling goods produced for movement through interstate commerce. Employees of federal, state and local government agencies are covered by federal provisions.

SBE students must be at least 16 years old and must comply with all laws pertaining to that age group.

Hazardous Occupations

By federal law, students aged 16 and 17 may not be employed in any occupation other than a non-agricultural occupation declared hazardous by the Secretary of Labor.

SBE training stations involve office work and, as such, are usually not included in the hazardous occupations category. However, office work may occur in a plant or around other occupations considered hazardous which are forbidden by law for persons under 18 years of age. A complete listing of these hazardous occupations are established by law and are found in the labor laws of Missouri and the child labor requirements in non-agricultural occupations, U.S. Department of Labor.

Withholding and FICA Taxes

Federal and state tax laws require employers to withdraw portions of an employee's earnings for specific taxes. Unless exempt status can be claimed, students are also required to pay federal and state income taxes. Students must also pay social security taxes (FICA).

The federal and state income taxes withheld from a student depends upon the gross earning amount, marital status, and number of exemptions claimed. The Social Security tax rate is based on the annual gross earnings of the student up to a maximum amount paid during the calendar year.

Various publications are provided by the Internal Revenue Service which can help keep the coordinator updated with regard to current tax laws. Information is also available for determining the amount and rate of tax which the student may expect to have withheld. Tax information and forms may be obtained through the IRS Federal Tax Information Office by calling 1-800-424-1040, and the Federal Forms Office at 1-800-424-3676.

At this writing, regarding federal income tax, SBE students are directly affected in the following categories:

- Personal Exemption
- Filing Requirements
- Form W-4

Personal Exemption

A personal exemption is not allowed to an individual who is claimed as a dependent on another taxpayer's return. Therefore, a student who is claimed as a dependent on his/her parent's or guardian's tax return cannot claim a personal exemption.

Filing Requirements

Filing requirements differ for a student who is self-supporting and a student who is claimed as a dependent. Current IRS publications should be consulted to determine the amount that a single unmarried student who cannot be claimed as a dependent may earn and the amount that a student who can be claimed as a dependent can earn before he/she is required to file a tax return. There may also be restrictions on unearned income that affect SBE student's status.

Form W-4

SBE students must provide a signed W-4 to their employer when they begin employment. A student who may be claimed as a dependent by his/her parents or guardians may claim exempt status on Form W-4. However, students should be cautioned that exemption status is available only if wage earnings and unearned income do not exceed a certain amount. If, during the school year, those earnings exceed the exempted limit, the student should complete a new Form W-4.

Equal Employment Opportunity Act

The Equal Employment Opportunity Act of 1972 declared unlawful discrimination employment practices based on a person's race, color, religion, sex, or national origin. This act protects the student from discrimination in hiring, firing, pay, or promotion.

Minimum Wage

The federal minimum wage rate applies to students. Coordinators should make every effort to recruit only employers who are willing to pay at least the federal minimum wage rate.

Special Programs

The SBE coordinator should be alert to the possibility of special federal and/or state programs which are directed toward youth employment and which from time to time have been available to certain categories of students. Such programs may directly or indirectly affect the SBE program, the individual SBE student and his/her employment and earnings.

Worker's Compensation

The school and employer should have some kind of agreement about health and safety provisions for the student-learner. While the school has some responsibility for the health and safety of the Supervised Business Experience students, most employment in Missouri is covered by worker's compensation.

Working conditions should be carefully evaluated in determining the suitability of training stations. Most employment in Missouri is covered by worker's compensation, although there are some exemptions from the law. However, when an employer is required by law to provide compensation, the student-learner should be eligible to participate. In the event of an accident, and providing that the accident did occur on the job, this insurance covers the employer's full liability to employees for medical and hospital expenses as well as partial liability for loss of employee income. Worker's compensation is furnished and paid for by the employer; no deductions are withheld from the employee wages for this coverage.

The teacher/coordinator may choose to be cautious about placing students with employers who may not carry worker's compensation insurance or other comparable coverage for injuries incurred while on the job. The student-learner is a bona fide employee and, therefore, should be placed in firms where adequate employee accident insurance is provided by the employer. Private insurance companies may not deny insurance coverage to an employer because he/she has workers 16-18 years of age. If, however, an employer has a record of claims, that employer may have to pay an assigned risk premium. These assigned risk premiums are not related to the age of the company's employees, but are based on past history of injury claims.

If an employer is not in compliance with the law, the teacher/coordinator should discontinue the cooperative arrangement and seek an alternate training station for the student. Problems of violation are best avoided by selecting suitable training stations and by drawing up a written training agreement which specifies conditions that insure compliance with regulations.

Teachers/coordinators should secure state and federal publications concerning worker's compensation for themselves and for training stations. Where specific problems exist and the training sponsor seeks assistance from the teacher/coordinator, the teacher/coordinator should contact state and/or federal agencies in writing specifying the condition(s) and obtain answers, thus minimizing responsibility in a legal suit.

Unemployment Tax

Unlike workmen's compensation insurance, SBE students are not covered under the provision of the Missouri Unemployment Tax Law. Employers are not required to pay unemployment tax during periods in which students are enrolled in the program, i.e., from the first day of the school year to the last day of the school year. Employers are required to file unemployment tax for periods when the student is not enrolled in the program, such as during the summer months. Students are not eligible to claim benefits while enrolled in the program.